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ABSTRACT

This publication incorporates information for developing the Learning with East Aurora Families (LEAF) family literacy program model as well as specific activity ideas for program components. It is divided into eight parts which include: (1) staff job descriptions; (2) early childhood curriculum; (3) adult basic education curriculum; (4) English as a Second Language curriculum; (5) parent and child time together; (6) parenting workshops; (7) home visits; and (8) field trips. Staff job descriptions detail basic responsibilities and authorities, entry level requirements, and hours per week. The early childhood curriculum consists of a class schedule, elements of the class, and outlines for 13 units: Thanksgiving, Christmas holiday, occupations, health, Valentine's Day, families, communities, planet earth, Easter, plants, Mother's Day, summer fun, and being patriotic. Each outline consists of purpose of unit, overview, and art projects with materials needed and directions. The adult basic education section describes the general curriculum, customization of the curriculum, and specialized curriculum and lists materials. The section on English as a Second Language describes basic materials, general classroom procedures, use of volunteers, and other elements. The parent and child time together curriculum contains handouts in English and Spanish for parents for the activities that detail learning concepts, materials needed, and description of activity. The parenting workshops section provides an overview of workshop topics. The home visits section describes four visits: skills for children, skills for parents, what teachers do, what children do, what parents do, and what parent and children do together. The final section describes eight field trips in terms of destination, contact person, purpose of activity, description, and staff requirements. (YLB)

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INTRODUCTION

The LEAF family literacy project was developed to provide a program for the hardest to reach population within the city of Aurora, Illinois. Funded as a model project by the National Institute for Literacy, the LEAF project removed the barriers of childcare and transportation for this population.

The LEAF project included 50 families. Thirty-two parents were enrolled in basic skills or GED and twenty-two parents were enrolled in English as a Second Language. Volunteer tutors assisted the instructors and worked individually with parents with special needs.

The LEAF family literacy project has all the components of the Keenan model; adult education, early childhood education, parenting, and parent and child time together. The LEAF project, however, is held two evenings a week in a local grade school. Many of the parents work during the day at low paying jobs. The evening program allows both working and nonworking parents to attend as long as child care is provided. Local schools are too crowded to be able to provide a daytime on site program.

A home visit component is also a part of LEAF. The home visit gives additional support to the families and provides an opportunity to work on skills with their children at home.

A unique component of the LEAF family literacy project is the time built in for the entire staff to work and plan together. Families sometimes select their adult education teacher, their child's teacher, or one of the family liaisons as the person with whom they are most comfortable. It was important to the success of the project that all the staff members worked as a team to provide the necessary support to the families.

The following curriculum was developed by the staff with input from the parents. The project has continued to be funded as an Even Start Grant. The parenting workshop component has been changed to "Coping With Kids" in order to sound more participatory to parents (although they always were parent centered and not lectures). After low attendance on the evenings of parenting workshops, the staff realized that the workshops in some way must be threatening to parents. As the rapport with parents was developed during the year, attendance improved.

Waubonsee Community College
Adult Literacy Project

Learning with East Aurora Families (LEAF)

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Part 1

Staff Job Descriptions

WAUBONSEE COMMUNITY COLLEGE
ADULT LITERACY VOLUNTEER PROJECT
PROJECT COORDINATOR

I. Basic Responsibilities and Authorities

A. Plans, organizes and manages activities of the Adult Literacy Project.

B. Provides leadership to accomplish the objectives of the project.

C. Provides for follow-up and evaluation of the project activities.

D. Coordinates communication and activities among the participating organizations of the area Literacy Coalition.

E. Supervises and/or keeps records of number of volunteers recruited, trained, placed, and hours of service provided by volunteers.

F. Supervised and/or keeps record of number of students served, attendance and progress in acquisition of literacy skills.

G. Directs and assists staff in pre- and post-testing of literacy students.

H. Serves as a resource person for the staff and volunteer tutors.

I. Plans and develops promotional and marketing activities of the project to increase public awareness of adult literacy needs and project efforts.

J. Works with the Director of Adult Basic Education on activities to continue the project during subsequent fiscal years.

K. Maintains appropriate linkages/communications with staff of the Adult Basic Education Program regarding activities of the volunteers and the project.

L. Conducts in-service workshops for staff of the project.

M. Provides appropriate recognition to participating volunteers.

N. Assists in the coordination of local project activities with similar statewide and national activities.

O. Prepares interim and final reports for the project.

P. Performs other related duties as assigned by the Director of Adult Basic Education.

II. Entry Level Requirements

- Masters Degree in Education or related field
- At least one year experience teaching reading
- Proven experience in developing, promoting and organizing volunteers
- Experience in teaching adults preferred

III. Hours Per Week

40 hours per week

WAUBONSEE COMMUNITY COLLEGE
ADULT LITERACY VOLUNTEER PROJECT
FAMILY LITERACY SPECIALIST

I. Basic Responsibilities

A. Coordinates the ABE/GED class.
B. Coordinates parent and child activity nights.
C. Coordinates field trips (with ESL Family Literacy Specialist).
D. Serves as a resource to parent educators for parent workshops and home visits.
E. Performs general administrative duties (purchase supplies, staff time sheets, disseminate information to staff).
F. Prepares for and preside over staff meetings for Project Coordinator periodically.
D. Performs other related duties as assigned by Project Coordinator.

II. Entry Level Requirements

* Master's degree in Education or related field
* Experience working with adults
* Knowledge of early childhood education, ESL, and reading methods preferred.

III. Hours Per Week
* 6 hours per week

WAUBONSEE COMMUNITY COLLEGE
ESL FAMILY LITERACY INSTRUCTOR

I. Basic Responsibilities

A. Instructs multilevel English as a Second Language class.
B. Assists child development specialist in developing materials for parents and children to take home.
C. Attends and assists with Family Nights as assigned by the Family Literacy Leader.
D. Attends Parent Workshops.
E. Attends family literacy staff meetings.
F. Does testing and other evaluations developed for the project.
G. Performs other duties as assigned by the Family Literacy Leader.

II. Entry Level Requirements

* Bachelor's degree in Education, Languages, English as a Second Language or related field.
* Experience in teaching English as a Second Language

III. Hours Per Week

* 8 hours per week

WAUBONSEE COMMUNITY COLLEGE
ABE/GED FAMILY LITERACY INSTRUCTOR

I. Basic Responsibilities

A. Instructs multilevel ABE and GED class.

B. Attends and assists with Family Nights as assigned by the Family Literacy Leader.

C. Attends Parent Workshops.

D. Attends family literacy staff meetings.

E. Administers evaluations, questionnaires, etc., that are developed for the project.

F. Performs other duties as assigned by the Family Literacy Leader.

II. Entry Level Requirements

* Master's degree in Adult Education preferred; Master's degree in Education, Adult Psychology, or related field.

* Experience in teaching ABE or GED classes preferred

III. Hours Per Week

* 8 hours per week

WAUBONSEE COMMUNITY COLLEGE
FAMILY LITERACY CHILD CARE WORKER

I. Basic Responsibilities

A. Cares for the children not eligible for enrichment class of parents attending adult literacy in family literacy projects.
B. Helps staff to prepare take-home learning activities for parents and children.
C. Assist family literacy staff in whole family activities.
D. Performs other related duties as assigned by Family Literacy Leader.

II. Entry Level Requirements

* 6 college credit hours of child development courses
* Experience caring for young children
* Ability to speak Spanish a plus

III. Hours Per Week

* 6 hours per week per assigned project

WAUBONSEE COMMUNITY COLLEGE
FAMILY LITERACY PARENT LIAISON

I. Basic Responsibilities

A. Recruits parents to family literacy program.
B. Prepares and teaches parenting component of family literacy.
C. With adult literacy instructors and early childhood instructors, plans and coordinates parent and child activities.
D. With entire family literacy staff, plans and conducts Family Night activities.
E. Assists classroom teachers with parent/child time in the classroom.
F. Conducts home visits with participating families.
G. Performs other related duties as assigned by the project director.

II. Entry Level Requirements

* Associate's degree in Child Development or related field, bachelor's preferred.
* Experience in teaching parents.

III. Hours Per Week

* 20 hours per week

FAMILY LITERACY
EARLY CHILDHOOD TEACHER

I. Basic Responsibilities and Authorities

A. To plan and teach a readiness enrichment class for four and five year olds.

B. To plan in cooperation with parent liaisons and family literacy specialists activities that parents and children will do together.

C. To plan and implement in cooperation with the family literacy staff special family nights.

D. To assist the parent liaison in preparing activities for the parents to do with their children at home.

II. Entry Level Requirements

- Bachelor's degree from an accredited college or university
- Must hold a valid Type #02 Early Childhood certificate

III. Hours Per Week

- 8 hours per week per assigned class

Part 2

Early Childhood Curriculum

Early Childhood Program

EARLY CHILDHOOD CURRICULUM
4 and 5 Year Olds

I. Opening Activities (30 minutes)

  A. Sign-In

  B. Quiet Manipulative Activities

  C. Sharing Time

II. Unit Activities (45 minutes)

  A. Story/Poem/Rhymes

  B. Whole Language Activities and Discussion

  C. Art Project

  D. Closure

III. Snack (15 minutes)

IV. Gross Motor Activities (15 minutes)

V. Music (20 minutes)

VI. Cooperative Games and Activities (25 minutes)

EARLY CHILDHOOD CURRICULUM
4 and 5 Year Olds
Outline of Units

Unit 1 Thanksgiving
A. The Mayflower
B. Pilgrims and Indians
C. The First Thanksgiving

Unit 2 The Christmas Holiday
A. Family Traditions
B. Decorations
C. Giving to Others

Unit 3 Occupations
A. What We Want To Be When We Grow Up
B. Favorite Occupations

Unit 4 Health
A. Taking Care of Our Bodies
B. Healthy Eating
C. Dental Health

Unit 5 Valentine's Day
A. Friendship
B. Self-esteem

Unit 6 Families
A. Responsibilities
B. Chores

Unit 7 Communities
A. Leaders
B. Rules and Laws
C. Working Together

- Unit 8 Our Planet Earth
    - A. Soil
    - B. Recycling
    - C. Air/Wind
    - D. Conserving Water

- Unit 9 Easter
    - A. Rabbits
    - B. Springtime
    - C. Easter Eggs/Baskets

- Unit 10 Plants
    - A. What Plants Need to Grow
    - B. Parts of a Plant
    - C. May Baskets

- Unit 11 Mother's Day
    - A. What Our Mothers Do
    - B. Showing Mothers We Care

- Unit 12 Summer Fun
    - A. Baseball
    - B. Kite Flying
    - C. Bubble Blowing
    - F. Sidewalk Art

- Unit 13 Being Patriotic
    - A. Memorial Day
    - B. Our Flag

EARLY CHILDHOOD CLASS SCHEDULE

Opening Activities

The evening began with the children coming in and joining in a quiet table activity such as Legos, puzzles, playdough, Bristle Blocks or coloring pages. When all children had arrived we joined together in a carpeted area for calendar and sharing time. Each child was given the opportunity to talk about what is important to him or her and share something from home.

Unit Activities

Opening activities were followed by our unit activities. Through the course of this year we covered 13 units. These units were related to holidays, seasons, our environment and topics which were covered in the Parenting classes.

Each unit activity consisted of an introduction through a story, poem, or rhyme followed by whole language activities and discussion. Children's responses were charted and reviewed to be shared later with parents. Art projects were our means for the children to have a visual representation of the unit materials discussed. Closure consisted of a review of what was presented that evening and a time for the children to share their understanding of what we did.

Snack

A nutritional snack was provided for the children each evening. On occasion snacks were prepared by the students. These snacks were related to the unit activities on which the children are working.

Gross Motor Activities

After the snacks were finished students were encouraged to join in the gross motor activities. They consisted of stretching exercises, climbing, the Hokey Pokey, bean bag activities, Monkey See Monkey Do, Bear Hunt, Simon Says, and Follow the Leader.

Music

Songs and rhymes were taught and shared with the assistance of records when needed. Children were encouraged to share their favorite songs or ones they learned at school.

Cooperative Games and Activities

This time was set aside to encourage the children to work together to complete a task or enjoy a game. Stories were acted out and puppet theaters were used. Games in which the children had to work cooperatively were Button Button, Hot Potato, and either alphabet or number Bingo.

Unit I
Thanksgiving--3 sessions

Purpose of Unit
* To teach the children the history of Thanksgiving.
* To allow children to share family traditions.
* To encourage children to express that for which they are thankful.

Overview of Unit
The Thanksgiving Unit was introduced by reading the story 'Twas the Night Before Thanksgiving. Discussion followed on how Thanksgiving is celebrated in their homes. Responses were charted and read together and individually. Children were encouraged to share how they thought Thanksgiving became a holiday. Three sessions were spent covering the following subtopics: the Mayflower, Pilgrims and Indians, and the first Thanksgiving. Each session we reviewed what we previously charted and added any new information we learned. The children also learned and chanted "Mr. Turkey Gobbler."

Art Projects

A. Paper Plate Turkey

Materials Needed:
* white paper plates
* orange construction paper for turkey's face
* 1" x 6" strips of assorted colored construction paper for the feathers
* glue or paste
* crayons
* scissors

Children are to color and cut out the turkey face that is on the orange paper and to glue it in the center of the paper plate. They then take the colored strips of paper and lay them over the edge of the plate, gluing one end to each side. They fill in around the outside edge to make the turkey's feathers.

B. Apple Turkeys

Materials Needed:
* 1 apple per child
* large white marshmallows
* toothpicks
* colored marshmallows

Take an apple and place two toothpicks in the bottom for feet. On each toothpick place a large marshmallow. For the tail, place toothpicks in a fan-like fashion on the back of the apple. Place colored marshmallows on each to form the tail. For the head use a toothpick and another white marshmallow.

C. Turkey Puppets

Materials Needed:
* brown paper lunch bags
* turkey picture ditto
* crayons
* scissors
* glue

Students each colored a picture of a turkey. Next they cut out the turkey and glued it to the brown paper bag.

Unit II
The Christmas Holiday--4 sessions

Purpose of Unit

* To enable children to learn about customs and traditions in their families and in others.
* To increase awareness of cultural differences.
* To make children aware of the joys of giving and sharing.
* To enable children to practice verbal skills.
* To provide activities to practice small motor, large motor and cognitive skills.

Overview of Unit

This unit was introduced by reading The Polar Express. Children talked about what they believed at Christmas time. We charted and shared their Christmas wishes. Discussion also centered on what families do for Christmas. Each child shared how their families celebrated the holiday. Different ethnic decorations and traditions were discussed and compared with their own traditions. Our last two sessions concentrated on the thought that Christmas is a time for giving to others.

Art Projects

1. Santa Calendar

Materials Needed:
* 12" x 18" pink construction paper (1 sheet per child)
* a ditto of Santa hat, eyes and nose copied onto red construction paper (1 sheet per child)
* a ditto of Santa's beard and fur trim for his hat copied onto white construction paper (1 per child)
* cotton balls
* glue
* crayons
* scissors

Cut out all pieces. Glue the pieces on the pink paper to make a Santa face. Cover the moustache and fur trim on Santa's hat with cotton. Place one cotton ball on Santa's beard each day leading up to Christmas.

2. Christmas Stockings

Materials Needed:
* a stocking pattern copied onto colored construction paper (1 per child)
* cotton balls
* glitter
* scissors
* glue

Cut out the stocking. Glue the cotton across the top and the toe. Children write their names in glue on the stocking and the sprinkle glitter over the glue. Shake off excess glue.

3. Reindeer

Materials Needed:
* a ditto of a reindeer face copied onto brown construction paper (1 per child)
* a ditto of reindeer antlers copied onto brown construction paper (1 per child)
* scraps of red construction paper
* scissors
* glue
* crayons

Cut out and glue together the reindeer head and antlers. Glue a red circle for the nose. Color in the eyes and the harness if desired.

4. Handprints and Poem

Materials Needed:
* 12" x 18" sheet of red poster board (1 per child)
* white paint
* pie tin
* large sponge
* a copy of "Handprints" poem (1 per child)
* scissors

Children cut out the "Handprints" poem and glue on poster board. Place the sponge in the pie tin and pour white paint over it. Each child places his or her hands on the sponge and then places them on the poster board to make the handprints. Allow to dry before taking home.

"Handprints" poem (English version):

Sometimes you get discouraged
Because I am so small
And always leave my fingerprints
On furniture and walls.

But every day I'm growing--
I'll be grown up someday
And all those tiny handprints
Will surely fade away.

So here's a final handprint
Just so you can recall
Exactly how my fingers looked
When I was very small.

"Handprints" poem (Spanish version):

Muchas veces Uds. se desaniman
Porque yo soy muy pequena
Y siempre dejo mis huellas
en los muebles y en las paredes.

Pero todos los dias yo estoy creciendo--
Uno de estos dias, sere grande ya
Y todas esas pequenas huellas
Ya se borraran.

Entonces, aqui les presento mi huella final
Solo para que Uds. se puedan acordar
Exactamente como eran mis huellacitas
Cuando yo era muy pequena.

Unit III

Occupations--2 sessions

Purpose of Unit

* To make children aware of various jobs and occupations
* To make children aware of the world of work
* To increase memory and verbal skills

Overview of Unit

This unit lasted for two class sessions, involving many discussions in which the children shared what they wanted to be when they grew up. Responses were recorded on chart paper at the end of discussions. Together we took time to recall everyone's future occupation. The second session consisted of a discussion of favorite occupations. In addition, names of occupations were recorded on paper as well as a job description for each. The children took time to color and draw pictures of their favorite occupation.

Art Projects

1. Occupations Book

Materials Needed:
* pictures of different occupations with job descriptions
* crayons
* scissors

Children color each picture with crayons and cut them out. Each picture constitutes a page in the book. Pages were stapled into the book.

Unit IV
Health--3 sessions

Purpose of Unit
* To encourage healthy habits in children.
* To increase the children's health vocabulary and understanding of proper health care practices.
* To teach children how to help at home with some food preparation and cleanup activities.

Overview of Unit
Our unit on health began with a discussion on taking care of our bodies. Children shared how they care for themselves by getting proper rest, exercise, eating healthily, and getting regular checkups. We talked about bedtimes, foods to give us energy, and personal hygiene. Healthy exercise was demonstrated and practiced. Children shared the proper way to brush their teeth and instruction was given in proper cleaning of our bodies to keep us healthy.

Art Projects

1. Healthy Tooth Book

Materials Needed:
* one copy of the My Tooth Book for each child; (My Tooth Book from "A Calendar of Home Activities," 1978 by Goodyear Publishing Company, Inc.; JoAnne Brosnahan and Barbara Milne.
* crayons

Children color the picture as the facilitator discusses oral hygiene.

The following list of rules is to accompany the My Tooth Book that each child receives.

My Rules When I Eat
1. I will wash my hands before I eat.
2. I will try to eat a balanced, nutritious meal.
3. I will only take as much food as I can eat.

4. I will not eat when I am really angry about something. It upsets my stomach.
5. I will always chew slowly and carefully to make it easier for my body to use my food.
6. I will not swallow my food until it is all chewed.
7. I will not race to finish my meal.
8. I will brush my teeth as soon as I can after eating.

I will try to obey these rules each time I eat a meal.

My name____

2. Food Groups Book

Materials:
* one copy of a food groups book for each child (from "A Calendar of Home Activities," 1978 by Goodyear Publishing Company, Inc.; JoAnne Brosnahan and Barbara Milne.
* crayons

Color the picture as the children discuss the four groups.

3. Banana Boats and Ants on a Log

Materials Needed:
* one banana per child
* one celery stalk per child
* raisins
* peanut butter
* spoon
* knife

For the boats, cut each banana in half crosswise. Each child takes a half of a banana. With a spoon, the children dig out a hollow spot in the center of the banana. They then fill in the hole with peanut butter and place raisins on top to make the banana boat. For the log, each child fills his or her celery stick with peanut butter and places raisins on top for the ants.

Unit V
Valentine's Day -- 4 sessions

Purpose of Unit

* To encourage children to express feeling of love and caring.
* To help build self-esteem.
* To enable children to learn about "What makes a good friend?"
* To provide the opportunity for children to practice verbal skills.

Overview of Unit

Part of February was spent discussing self-esteem and friendship. Children were encouraged to think of what makes them special and also to value themselves for who they are. The topic of friendship also brought interesting books to read and then in turn discuss. Children brainstormed ideas in answer to the phrase, "I can be a friend by...." They also drew a picture to illustrate their phrase completion. All responses were recorded on chart paper and then read together as a class and individually by each child.

Art Projects

1. Valentine Face

Materials Needed:
* 12" x 18" white construction paper (1 sheet per child)
* three small heart-shaped stickers per child
* three large heart-shaped stickers per child
* glue
* scissors
Substitution: Hearts made of construction paper may be used in place of the stickers.

Use the large piece of white construction paper to cut out a large heart. This is to be used as the face. Use the three small stickers for eyes and nose. Use two large stickers for the ears and one for the mouth.

2. Valentine Cards for Parents (or a special person)

Materials Needed:
* construction paper
* crayons

Fold one piece of construction paper for each child. Have the children draw a picture for the recipient of the card. Help each child to write an "I Love You" message inside the card.

Unit VI
Families--2 sessions

Purpose of Unit

* To assist the children in learning responsibility.
* To help the children feel satisfaction from helping out in their family.
* To help children feel good about their own family and accept many different kinds of families.
* To help children learn about getting along with brothers and sisters.

Overview of Unit

Introduce this unit by reading the book Families Are Different. Children discuss the various members of their families. Chart responses and talk about how families are alike and different. Discuss that families need to work together. Each person's responsibility to help the family was discussed. Children shared what their jobs (chores) at home were as ways to help the family were charted.

Art Projects

1. Family Portraits

Materials Needed:
* 12" x 18" white construction paper (1 sheet per child)
* crayons

Children draw family portraits showing their family members working together.

Activity

1. The Little Red Hen Dramatization

Read The Little Red Hen and have the children dramatize the story.

Unit VII
Communities--2 sessions

Purpose of Unit

- To enable children to learn that the police and fire fighters are important helpers in the community.
- To make the children aware of what to do when they need the help of the police or fire departments.
- To make children aware of how laws make a safer and better community.
- To teach the children rules of safety.

Overview of Unit

This unit began with a discussion of the community in which the children live. The importance of rules and laws for the safety of all was included. Responses were charted to the question, "What do you think is a good rule or law to have?" A discussion followed. This dealt with the importance of police and fire fighters and ways to help them carry their job out more effectively. Identify community leaders and discuss their duties.

Art Projects

1. Fireman's Hat

Materials Needed:

- 12" x 18" red construction paper (1 sheet per child)
- scissors
- 6" square of yellow construction paper (1 sheet per child)

Trace a large hat pattern on the red construction paper. Cut out. Trace an emblem on the yellow square. Cut it out and glue to the front of the red hat.

2. Community Workers Book

Materials Needed:
* copies of a community workers book (1 per child)
* crayons

The children color the pictures as the instructor talks about each community worker.

Unit VIII
Our Planet Earth--5 sessions

Purpose of Unit

- To make children aware of the environment.
- To teach the children about recycling and they should recycle.
- To provide activities that enable the children to experience the effects of soil, wind and water on their lives.

Overview of Unit

This unit was carried out during the month of March. Each session included the following subtopics: soil, recycling, air/wind, water, and conserving water. Many discussions took place with each of the subtopics listed. Charts were made using the children's responses. These responses were repeated by all of the children and displayed unit the end of the entire unit.

Art Projects

A. Soil

Dirt Pudding

Ingredients:

- 1 1/2 lbs. of Oreo cookies or Pecan Sandies
- 2 8oz. pkgs. of cream cheese
- 1 pkg. of French Vanilla Jello pudding
- 1 pkg. of Chocolate Fudge Jello pudding
- 4 pkgs. of dry whipping cream
- milk as needed
- gummy worms
- flower pot
- silk flower
- miniature shovel

Use three or four whole Oreos to cover the holes in the bottom of the flower pot. Crush the remaining Oreos. Prepare whipping cream as per directions. Cream the puddings and the cream cheese into to whipping cream. Add milk as needed until desirable consistency is reached. Put a layer of the

pudding mixture on the Oreos, then top with crushed Oreos. Continue layering in this fashion. Add gummy worms if desired.
Decorate with a flower and the shovel if desired.

B. Water and Wind

1. Sail Boats

Materials Needed:
- bar of Ivory soap (1 per child)
- toothpick (1 per child)
- assorted colors of construction paper cut into triangles

Each child selects one triangle for the boat's sail. Attach the toothpick to one side of the sail. Insert the other end of the toothpick into the soap. Afterward, if possible, allow children to race their boats.

2. Bubble Blowing

Materials Needed:
- 1 bottle of bubble solution per child

Along with the sailboats and the discussion about air and wind, children may enjoy an evening of bubble-blowing in the classroom.

3. Kites

Materials Needed:
- 12" x 12" construction paper, assorted colors (1 sheet per child)
- 1 1/2" wide strips of construction paper, assorted colors
- scraps on construction paper, assorted colors
- string
- glue
- scissors

Each child selects a sheet of construction paper along with various strips. These will constitute the body and tail of the kite. The strips were glued together to form a long tail. The children used the scraps to cut out various shapes and decorate their kites.

4. Wind Socks

Materials Needed:
* ditto of a wind sock pattern copied onto white paper (1 sheet per child)
* straight pins (1 per child)
* drinking straws (1 per child)
* crayons
* scissors

Children color the wind sock pattern with different colored crayons. The various pieces are then cut out and assembled into the windsock.

Unit IX
Easter--3 sessions

Purpose of Unit

* To help the children learn about seasons of the year.
* To learn about animals and pets.
* To share the traditions of religious and seasonal holidays in families.
* To provide activities that enable the children to be creative.

Overview of Unit

This unit was introduced with the reading of The Fall of Peter Rabbit. A retelling of the story followed. Children shared their favorite rabbit or Easter stories. Factual information on rabbits was given to the children and live rabbits were brought in for observation. In addition, Easter traditions were shared. The unit ended with the coloring of Easter eggs and an Easter egg hunt.

Art Projects

1. Easter Eggs

Materials Needed:
* 12" x 18" purple construction paper (1 sheet per child)
* crayons
* scissors
* large egg pattern

The children trace the egg shape on the purple paper. Then they cut it out and decorate it with crayons.

2. Bunny Face Cupcakes

Materials Needed:
* 1 cupcake per child
* 1 can of white frosting
* large white marshmallows
* brown frosting gel

- green frosting gel
- pink frosting gel
- knife or scissors

Frost the cupcakes. Cut the large marshmallows in half. Each half is used as one ear on the rabbit. The green gel is to be used for eyes, the pink is for the nose and the brown is for the mouth and whiskers.

3 Colored Easter Eggs

Materials Needed:

- Hard boiled eggs (1-2 per child)
- egg dye
- paper towels

Mix the egg dye according to directions. Color the eggs and place on paper towels to dry. Place in baskets when dry.

4. Easter Basket

Materials Needed:

- 3" x 9" strips of colored paper (1 child)
- Happy Meal boxes (1 per child)
- Easter grass
- glue or stapler

Cut the top off of each of the boxes. Attach a strip of colored to the box as a handle. Fill with colored Easter grass and the eggs that were dyed previously.

Unit X
Plants and Spring time--5 sessions

Purpose of Unit

* To teach children about plants and growing things to eat.
* To teach children about flowers and what they need to grow.
* To provide the opportunity for children to increase vocabulary and verbal skills.

Overview of Unit

This unit was introduced with the book The Carrot Seed. Comprehension questions were asked which lead into a discussion of what plants need to grow. The students' responses were documented on chart paper. This constituted the unit's first activity. During the next two sessions the parts of a plant were discussed. Pictures from books were used to aid the children's understanding (Activity #2). The last two sessions were spent talking about flowers and their different names. The book Allison's Zinnias was read and the children made May baskets for Activity #3 and #4.

Art Projects

1. Planting Seeds

Materials Needed:
* radish and green bean seeds (2-3 seeds per child)
* top soil
* plastic cups (1 per child)
* water

Each child puts soil into the his or her cup. Next, holes were made in which to place the seeds. Finally, the children watered the seeds and took them home to care for them.

2. Plant Booklets

Materials Needed:
* copy of a booklet containing the parts of a plant (1 per child).
Example: "The Lima Bean Seed" from "A Calendar of Home Activities," 1978 by Goodyear Publishing Company, Inc.; JoAnne

Brosnahan and Barbara Milne.
- crayons
- scissors
- glue

Children receive a copy of the ditto sheet which constitute the plant booklet. Specific directions were given to color each part of the plant. Each child then cut out the sheets as directed. Pages were placed in order and stapled by the teachers and assistants.

3. Allison's Zinnia Puppet

Materials Needed:
- ditto of Allison's Zinnias face (1 copy per child)
- paper lunch bag (1 per child)
- crayons
- scissors
- glue

Each child receives one ditto sheet to color. When finished the children cut out the zinnia and then follow the teacher's instructions as to how to glue the picture onto the paper bag.

4. May Baskets

Materials Needed (per child):
- two 8" to 9" purple hearts (construction paper)
- one 1" x 8" strip of purple construction paper
- four to five 1" x 4" strips of green construction paper
- four to five assorted color tulip shapes (construction paper)
- scissors
- glue
- crayons

Each child selects four to five green stems and tulips. Glue the stems to the flowers. Cut out the two hearts. To make the basket's handle, the purple strip of paper was folded in half and then glued (the loose ends) to the upper center of the heart.

Unit XI
Mother's Day--1 session

Purpose of Unit

- To help children learn about what mother's do.
- To provide an opportunity for children to talk about what their mothers do.
- To help children express how they care for their mothers.

Overview of Unit

For this special occasion the children brainstormed what they thought that mothers actually do. Their answers were recorded and read aloud by the children. Also, in parallel format, the children responded to the question, "How do we show our mothers we care?" Children were given the opportunity to compare and contrast their responses. During this session only, the children enjoyed two art activities.

Art Projects

1. Mother's Day Cards

Materials Needed:

- ditto of a "MOM" Mother's Day card (1 copy per child); From the Education Center, Inc.; "The Mailbox," Pre/K, April/May 1992.
- crayons
- scissors

Each child received a card with "MOM" printed on the cover. The "o" was cut out. White paper was put in its place for the children to draw a picture of their mothers. On the inside of the card the children dictated a sentence to the teacher about how they show their mothers they care. Finally, each child illustrated the idea in the card.

2. Mother's Day Potpourri Baskets

Materials Needed:
* miniature baskets (1 per child)
* 8" x 8" piece of purple bridal netting (1 per child)
* small satin ribbon rose, purple (1 per child)
* potpourri
* 8" thin, purple ribbon (1 per child)

The child puts the potpourri in the netting. The teacher helps the child to wrap the ribbon around the netting and tie it into a bow. Put the netted potpourri in the basket. Glue the ribbon rose on the bow.

Unit XII
Summer Fun--2 sessions

Purpose of Unit

* To teach children fun things to do outdoors in the summer.
* To provide activities that develop large motor coordination.

Overview of Unit

This unit devoted a large portion of its time outdoors showing the children ways to entertain themselves alone or with a group in the out-of-doors. The group took walks and talked about the changes in nature. Gross motor activities formed the central part of this unit. The amount of time spent on unit activities was lengthened from 45 to 75 minutes. Children were allowed 30 minutes of free choice on the outdoor playground equipment. The remaining class time dealt with cooperative group activities.

Outdoor Activities

1. Football
* one Nerf football per group .

2. Baseball
* one Nerf bat and baseball per group

3. Kite Flying
* an assortment of kites to fly
* string

4. Sidewalk Art
* sidewalk chalk
* cement or blacktop area

5. Bubble Blowing

Materials Needed:
* assorted shapes of bubble-blowing wands
* bubble solution
* dish pan
Mix bubble solution in dish pans. Each child selects a bubble shape or wand. Dip into the solution and wave in the air to create bubbles.

Unit XIII
Being Patriotic--1 session

Purpose of Unit

- To teach the children about the American flag.
- To teach children about the freedoms and responsibilities of being a U.S. citizen.

Overview of Unit

Pictures of men and women in uniform were used as a discussion opener. Children shared their knowledge of people in the military and what their job entails. Memorial Day was explained to the children. The American flag as a symbol for the United States was discussed. The children discussed way in which they could show that they care about their country. The responses were charted and read together.

Art Activities

1. American Flag

Materials Needed:

* 9" x 12" white construction paper (1 sheet per child)
* 1/2" x 12" strips of red construction paper (3 per child)
* 1/2" x 7" strips of red construction paper (4 per child)
* 4" x 5" piece of blue construction paper (1 per child)
* glue
* white crayons

Glue the blue paper in the upper left hand corner of the white paper. Glue the 1/2" x 12" red strips on the white paper to make the lower stripes of the flag. Glue the 1/2" x 7" strips of red paper on the white paper to make the stripes at the top of the flag. Using the white crayons, draw stars on the blue field.

2. Flag Cake

Materials Needed:
* one cake mix (9" x 13")
* one can of white frosting
* one tube of red decorating frosting
* one tube of blue decorating frosting
* white decorator star candy pieces

Frost the prepared cake with the white frosting. Make the blue field with the blue frosting. Use the red frosting to make the red stripes. Finally, place the star candy pieces on the field of blue.

Part 3

Adult Basic Education Curriculum

Adult Education Program

Part 3--ADULT BASIC EDUCATION CURRICULUM

General Curriculum
The ABE/GED program at the L.E.A.F. program is based on the curriculum at Waubonsee Community College. There are classes of 15 participants per one instructor. The classes are individualized. Each participant works in materials that are appropriate to him or her.

Participants are pretested prior to beginning class. An instructor then makes a lesson plan that lays out which books and pages a student needs to cover. The students work at their own pace in their own materials, and the instructor circulates to give individualized instruction to each participant.

A participant who reads from a second or third grade level to a fifth grade level is considered a participant in Adult Basic Education classes. Basic reading skills are the focus for this level. They include getting the main idea, drawing conclusions, etc. Vocabulary is also emphasized. Some of the passages that the materials now offer focus on the GED content areas. Basic math (addition, subtraction, multiplication, and division), basic grammar, and writing may be introduced as well.

A participant who reads from a fifth grade level to an eighth grade level is considered a participant in Pre-GED classes. The content of the GED test is the focus for this level. There is also an emphasis on vocabulary and reading skills. Grammar is more emphasized at this point. Some of the materials give the participants the opportunity to write their own opinions. Math becomes a larger part of the curriculum, as fractions, decimals, and percents begin to be covered.

A participant who reads at a ninth grade level or above is considered a participant in the GED classes. The content of the GED subjects is the focus for this level. Higher level thinking skills are required as the participants take multiple-choice tests and write their own persuasive essays. Higher level math skills are covered as well in the introduction of geometry and algebra.

Customization of Curriculum at LEAF

Group Activities

Since the majority of the learning is done individually without interpersonal interaction, the instructors find that group activities are a welcome addition. They provide the participants with the opportunity to get to know each other. Group activities also provide the participants with an opportunity to hear questions, answers, and comments from their peers. More verbal information is made available.

Many ABE/GED participants find that they need to review or learn fractions for the GED test. LEAF participants spent a couple evenings learning the basics of fractions. Homework was then assigned to reinforce the information. Future sessions are planned as needed.

In order to supplement the literature aspect of the curriculum, the whole class read the book, Frankenstein, together. All of the participants were provided with a copy of the book, which they are able to keep. The story, Frankenstein, was chosen for several reasons. First, it has a high interest level. Many people enjoy thrilling stories. Also, the story touches on parenting issues. The monster tells Dr. Frankenstein at the end that if the doctor had loved him and helped him learn when he was first created, he (the monster) would not have killed people. This point lends itself well to discussion and critical thinking--the parents can discuss their opinions about the influence of parenting.

Supplemental Materials

The LEAF program provides materials for the students that supplement the regular ABE/GED curriculum. There is a checkout library for the participants. Included are pleasure reading materials that range in reading level from second grade level to GED level. For each level there is a variety of topics. Also included is a selection of personal development materials at an intermediate reading level. We also have children's books that parents can check out to read at home with their children.

The program has access to several apple computers, so we have provided our participants with a variety of software. Some of the software supplements the regular academic ABE/GED curriculum. We have programs that cover most of the topics on the math test (arithmetic, fractions, decimals, and geometry), some programs on the subject of science that require a student to perform some critical thinking skills, and some programs on the different topics on the social studies test (history, government, etc.). In addition to academic software, we have software geared toward the instruction of vocational skills. We have a basic keyboarding program, a word processing program, and a program that simulates an office that introduces electronic mail, word processing, and database management. We also have a program that focuses on bookkeeping/accounting skills.

Specialized Curriculum

We have two participants in the ABE/GED program who have their high school diplomas. They were obtained through bilingual programs, and the participants would like to improve their English skills. One participant would like to improve his writing skills. The other would like to improve her reading skills. These participants are taking advantage of the higher level English materials in the ABE/GED classroom to pursue their own academic goals.

Next year one of the parents will be taking college classes at Waubonsee, and will do most of her learning time at L.E.A.F. (She obtained her GED this year, and since her husband will continue to work on his next year, she is able to come.) She will be taking "telecourses", self-study courses on videotape. She will watch the tapes at the LEAF program when the other parents are studying as well.

ADULT EDUCATION MATERIALS

Number Power 1 (3 copies)
Number Power 2 (3 copies)
Number Power 3
Number Power 4
Number Power 5

Vocabulary Connections C-H (2 copies)
Barnell-Loft Elementary Multiple Skills Set
Challenger 1-4 (5.25 ea)
Challenger 1-4 Teacher's Gd.
Challenger Placement Tool

Steck Vaughn Pre-GED Social Studies
Steck Vaughn Pre-GED Science
Steck Vaughn Writing Sample

Cambridge Pre-GED Writing
Cambridge Pre-GED Writing Exercise
Cambridge Pre-GED Reading
Cambridge Pre-GED Reading Exercise
Cambridge Pre-GED Math
Cambridge Pre-GED Math Exercise

Contemporary GED Writing
Contemporary GED Social Studies
Contemporary GED Science
Contemporary GED Literature

PLEASURE/FAMILY READING

Calendar of Home Activities
(2 packages of 10)
Contemporary Let's Read Together
(3 books)
Contemporary Stories for Parents
(1 set of all six books)

New Reader Press Kaleidoscope A&B
New Reader Press Myths/Legends
  Fables/& Folktales
News for You newspapers
  (32 wks X 10 copies)

Part 4

English as a Second Language Curriculum

Part 4--ENGLISH AS A SECOND LANGUAGE CURRICULUM

ESL Adult Literacy

A multilevel Adult ESL class was one element of the family literacy project. The nature of the class changed as new students were registered, so levels of materials had to be adjusted to best suit the needs of the students.

Basic materials used were:
Expressways 1A, 2A. Basic classroom teaching was done with these materials. However, to better accommodate student needs, Foundations and "B" level books were sometimes used.

Beginning Listening Cycles. This program was used, first at one level, then on three levels. so that students language levels were best met.

Picture Stories; More Picture Stories

Teacher prepared materials in verb usage.

General Classroom Procedures:
Vocabulary presentation

Dialogue practice with teacher modeling, then partner practice, then dialogue extensions.

Each evening, exercises in verb usage (subject-verb agreement, verb tense) were done together. These materials also reinforced lesson vocabulary.

Beginning Listening Cycles was used for vocabulary presentation and improved audio command of the language.

Who, what, when, where, why, how questioning was done with dialogue pictures, as a base for oral language with no visual cue.

The Expressways workbook was used as extension of the curriculum, first as homework, later as regular classroom reinforcement.

Use of Volunteers:

Volunteers were used with lower level students to reinforce vocabulary and other lesson elements.

Volunteers conducted one level of the Beginning Listening Cycles program for better meeting of students' needs.

Volunteers worked with class members on special needs such as:

- *reading
- *Real Estate licensing materials
- *work place literacy for a low level student
- *higher level language reinforcement for a student also enrolled in evening ESL class

Other elements:

Multiple copies of Expressways cassette tapes were made available for home practice.

Children's literature was made available for home use in two forms:

- *English versions of books found on a bibliography recommended for family literacy programs.
- *English/Spanish versions of many children's books, in hopes that literature would be shared first in their native language, then that English would be used in the student's home.

Prior to attending a theatrical presentation of Jack and the Beanstalk, copies of the book (in English) were made available to each family. Presentation and reading was done in class, then families could then prepare for attending the play.

Copies of Big Books used in the preschool classrooms were shared and read in the ESL classroom, then to be shared at home for extension of the preschool curriculum and to encourage the use of English in the students' homes. (At the time of writing this element is still in the planning stage rather than having been actually done. I feel it is an element not yet accomplished.

Part 5

Parent and Child Time Together

Parent and Child Time Together

Part 5--PARENT AND CHILD TIME TOGETHER

Parent and child time together is part of the curriculum for the following reasons:

* To allow parents to practice becoming their child's first teacher.

* To provide parents with information about their children's development.

* To assist the parents in helping their children have success with projects designed to improve skills.

* To provide the opportunity for positive interaction between parents and children.

* To help parents plan the activities they can do with their children at home which will maintain or improve skills.

Handout for Parents

CEREAL BOX PUZZLES

Learning Concepts:

*Children get practice matching puzzle pieces
(Matching is a reading readiness skill.)

*Children practice small motor coordination by cutting
(Using of hands and fingers is a writing readiness skill.)

*Children practice small motor coordination by tracing
(Using a pencil to trace is a writing readiness skill.)

Materials Needed:

Two identical empty cereal boxes
Scissors
Pencil or pen
Plastic bags

Description of Activity:

Cereal box puzzles can be adapted to the child's readiness level. As the child's skills increase, the puzzles can be made more difficult. Start with the easiest, so that the child will be successful.

Step One Parent cuts cereal box into four large pieces. Parent traces pieces onto identical cereal box. Parent helps child place pieces.

Step Two Parent cuts puzzle into eight pieces as puzzle becomes too easy for the child.

Step Three Parent and child make new puzzle. Parent allows child to make some cuts with the scissors. Parent allows child to trace some of the pieces.

Step Four Difficulty is increased until child can make a puzzle alone for him/herself or someone else.

Also, parents can number each piece of the puzzle, and put the same number on the empty space where the piece belongs. This helps the child with numbers, too.

Boletin Para Los Padres

ROMPECABEZAS DE CAJAS DE CEREAL

Conceptos de Aprendizaje:

*Ninos apprenden comparar
(Comparar es una habilidad necesaria para leer.)

*Ninos practican coordinacion de movimientos lentos para cortar
(El uso de las manos y los dedos es una habilidad necesaria para escribir.)

*Ninos practical coordinacion de movimientos lentos para copiar
(Usar un lapiz o una pluma para copiar es una habilidad necesaria para leer.)

Materiales Necesarios:

* 2 cajas identicas de cereal
* Tijeras
* Lapiz o pluma
* Bolsas de plastico

Instrucciones:

Un rompecabezas hecho de una caja de cereal puede ser adaptado al nivel de educacion del nino. Mientras las habilidades del nino aumentan, puede hacer que las rompecabezas sean mas dificiles. Empieza con un rompecabezas muy facil para que el nino tenga exito.

El Paso #1 Los padres cortan una caja en cuatro pedazos diferentes. Tambien los padres copean los pedazos en otra caja igual. Los padres ayudan que los ninos pongan los pedazos encima de la caja original, en el lugar correcto.

El Paso #2 Como el rompecabezas ya es muy facil para el nino los padres van a cortar los cuatro pedazos originales en ocho.

El Paso #3 Los padres y el nino forman otra rompecabeza en casa. Permita que su nino ayude con las tijeras (con supervision) para formar los pedazos y copiarlos tambien.

El Paso #4 Sigue aumentando la dificultad de la actividad hasta que el nino puede hacer los pasos solo para formar su propio rompecabezas o uno para otra persona.

Handout for Parents

GRAHAM CRACKER CHRISTMAS HOUSES

Materials needed:

1. 6 square graham cracker pieces
2. 2 triangle graham cracker pieces (optional)
3. 1 small milk carton
4. canned frosting
5. plastic knife
6. styrofoam tray
7. candies, cookies, more frosting

Directions :

1. Stick graham cracker pieces on a small milk carton using frosting as glue. Place on a styrofoam tray.
2. Let dry for 1/2 hour or more.
3. Decorate with candies, cookies, frosting, and coconut.

Boletin Para Los Padres

CASAS NAVIDADENAS DE GALLETAS DE CANELA

Materiales Necesarios:

1. 6 galletas cuadradas
2. 2 galletas trianguladas
3. 1 cartoncito de leche
4. betun
5. un cuchillo de plastico
6. un plato de hielo suco
7. dulces, galletas, mas betun

Instrucciones:

1. Utilizando el betun como pegadura, peque las galletas en el cartoncito de leche. Ponga la casita en el hielo seco.
2. Permita que se seque por 30 minutos o mas.
3. Adorne la casita con dulces, galletas, betun y coco.

Parent Discussion Handout

Merry Christmas, Strega Nona

by Tomie de Paola

Using Your Imagination:

Language Activities:

Social Studies:

Art:

Snack:

Other Activities:
(at Home)

Related Books:

Merry Christmas, Strega Nona
by Tomie de Paola

Imagination: WHAT IF....

What if...Strega Nona used her magic to help make the feast?
(What might have happened?)

What if...Big Anthony hadn't gotten all of the people to help with the feast?

What do you think Strega Nona, Grandma Witch, uses her magic for?

By using his or her imagination, your children practices thinking for himself. When they do things like watch TV, they are not really thinking. They are just taking in information.

Language Activity: WORDS FROM ANOTHER LANGUAGE

Words that are in italics, or slanted, when they are printed in books are often words that are from another language.

Your child can look at these words and see if he or she can guess what they mean. You can give some clues as to what the words might be about from what is going on in the story.

Art:

There are several different art projects that you can do with your child that will help them remember and learn from the story.

* Draw a picture of Strega Nona getting ready for the feast.
* Draw a picture of Strega Nona using her magic.
* Draw a picture of what your family does on Christmas Eve.
* Make decorations for Christmas.
(Some examples are making garlands out of paper chains or strings of popcorn.)

Social Science:

GEOGRAPHY:

* Where does the story take place? Can you figure it out from the clues in the story?
* Can you find that country on a map or globe?
* Where are we on the globe?

CULTURE:

* Does everybody celebrate Christmas?
* How do some people celebrate Christmas? Food? Songs? Presents?
* (What was Strega Nona's present to the townspeople? What was their present to her? What other things can be presents?)
* What are some holidays that other people celebrate that you don't?

Snack:

Christmas snacks would be fun to have with this book. Some are:

* Christmas cookies with hot chocolate milk or cider
* Rice crispy treats with red or green food coloring added
* Rice crispy treats that have been formed into a snowman
* Red or green knox blocks--cut out shapes with Christmas cookie cutters

Other Activities To Do At Home: STORY WRITING

* Write a story with your child on what you do on Christmas Eve
* Write a story with your child about something that happened on a Christmas.
* Write a story with your child about ANYTHING and EVERYTHING!

(When you write a story with your child, have your child tell you the story. S/he may need reminding about what happened. As she tells you the story, you write it down. Once it is written down, let your child add the pictures! Give the book a special cover out of construction paper, a cereal box with contact paper over it. Do you have any other ideas?

Related Books:

Strega Nona, by Tomie de Paola

Buletin Para Los Padres

Feliz Navidad, Strega Nona

por Tomie de Paola

Usar la imaginacion:

Actividades en lenguaje:

Las ciencias sociales:

El arte:

Otras actividades que hacer en casa:

Feliz Navidad, Strega Nona

por Tomie de Paola

La Imaginacion: Que tal si....

Que tal si....Strega Nona uso su magia para preparar la comida? Que pudiera haber ocurrido?

Que tal si....Antonio el Grande tuviera que preparar la comida sin la asistencia de la gente del pueblo?

En su opinion, para que usa Strega Nona la magia?

La importancia de usar la imaginacion: Al usar su imaginacion su nino practica el pensar por si mismo. Al contrario, cuando su nino se pone a ver la television, no esta pensando sino esta observando las acciones y absorbe poca informacion. La imaginacion ayuda a que el nino desarrolle la habilidad de pensar por si mismo sin tener que depender siempre de otra persona.

Una Actividad en Lenguaje: Palabras de Otro Lenguaje

Muchas veces las palabras en el libro que se encuentran en italicas o que estan inclinadas son palabras de otro lenguaje.

Permita que su nino intente de adivinar el significado de las palabras. Es posible que su nino adivine el significado por el contexto del cuento.

Arte:

Hay varias actividades de arte que uno puede hacer con el nino para ayudarle a recordar el cuento.
* Dibujar a Strega Nona preparandose para la fiesta.
* Dibujar a Strega Nona usando su magia.
* Dibujar a su familia y lo que hace para celebrar la Navidad.
* Hacer adornos Navidenos. (Ejemplos: cadenas de papel o de palomitas, copos de nieve de papel...)

Las Ciencias Sociales:

La Geografia:
* Donde ocurre el cuento? Puede adivinar donde vive Strega Nona por algunos indicios en el cuento?
* Con su nino, busque aquel pais en el mapa o en el globo terrestre. Donde estan Los Estados Unidos? e Illinois?

La Cultura:

* Todo el mundo celebra La Navidad?
* Todo el mundo celebra La Navidad con regalos, comida y canciones?
* Como celebran otras culturas La Navidad?
* Como celebraba Strega Nona La Navidad todos los anos?
* Cual fue el regalo de Strega Nona para la gente del pueblo?
* Hay dias festivos que otras culturas celebran y que Ud. no celebra?

Otras Actividades Que Uno Puede Hacer En Casa:

Componer un Cuento
* Componer con su nino un cuento de lo que Uds. hacen en la vispera de Navidad.
* Componer con su nino un cuento de algo que les ocurrio a Uds. una vez en la Navidad.
* Componer con su nino un cuento de cualquier topico que le interese a su nino!

(Cuando Ud. Componga un cuento con su nino, el nino va a dictar el cuento mientras Ud. escribe lo que dice el nino. Luego el nino puede hacer dibujos para ilustrar el cuento.)

Otro libro de Tomie de Paloa: Strega Nona.

Handout for Parents

HUGS

by Alice McLerran

Learning Concepts:

Language Activity:

Art:

Snack:

Related Books:

Activities to do at Home:

HUGS

by Alice McLerran

Learning Concepts:
- people show their affection for each other
- people can have many different feelings

Language Activity:

- Parents ask their children, "Do you use a light one (a hug), or do you use a tight one on a ....". Some of the words can be mom, stuffed animal, dad, baby, sibling, grandma, grandpa, etc. (Part of the book says that when you hug a kitten, you should use a light one, but when you hug dad, you can use a tight one.)

- Parents can play a rhyming game with their children. They can ask, "Would you hug a dog; would you hug a frog?, Would you hug a boy; would you hug a toy?" As an extension of this activity, parents could ask their children, "Would you hug a _____(blank)?", and their children can come up with a word that rhymes wit it.

Art:

- Families can make a collage of their loved ones. They can cut their friends and loved ones out of old pictures and glue them onto a piece of cardboard. (Before pictures are glued onto the cardboard, children can glue a colored piece of construction paper on as a background.) A polaroid camera can be used on site at the program to take pictures to glue onto the collage if the number of participants permits.

- Children can make valentines to a loved one. Parents can help them write it. Children can decorate it with crayons, etc.

Snack:
- Cut an apple in half, remove the core from the inside, carve the top and bottom of the apple if necessary to make it into the shape of a heart, and, if desired, you can fill the inside with food-colored marshmallow fluff, etc.
- Heart-shaped sugar cookies

Related Books:
Mama, Do You Love Me?, by Barbara Joosse

Runaway Bunny, by Margaret Wise Brown
Love You Forever, by Robert Munsch

Activities to do at Home:

* Parents can write down the silly rhyme from above (would you hug a dog; would you hug a frog?) and make it into a poem.

* Parents can make a valentine for their children listing the reasons why they love them. the parents and children can decorate it together.

* Families can make heart-shaped sugar cookies together.

Boletin Para Las Padres

LOS ABRAZOS

de Alice McLerran

Conceptos de Aprendizaje:

Actividades de Lenguaje:

Arte:

La Merienda:

Otros Libros que Tratan del Mismo Tema:

Actividades para Hacer en Casa:

LOS ABRAZOS

de Alice McLerran

Conceptos de Aprendizaje:

* La gente demuestra su carino del uno para el otro
* Es posible tener varios sentimientos

Actividades de Lenguaje:

* Los padres preguntan a sus hijos, " Como abrazas a ______?" (tu papa, un bebe, un animal de peluche, el abuelo, un gatito, etc.) El libro habla de no abrazar tan fuerte a un gatito pero muy fuerte al papa.)

* Los padres pueden jugar un juego de rimas con los ninos. Por ejemplo, "Abrazarias a una gata? Abrazarias a una pata?" Para extender el juego, los padres pueden hacer la pregunta y los ninos tienen que encontrar una palabra que hace rime con la palabra dicha.

Arte:

* Las familias pueden hacer una coleccion de fotos de sus seres queridos. Pueden recortar fotos viejas de sus seres queridos o amigos y pegarlas en un pedazo de carton. (Antes de que las fotos se peguen en el carton, los ninos pueden pegarle a cada foto un pedazo de cartoncillo de color como fondo.) Una camara Polaroid (instantanea) podria usarse en el programa para tomar fotos y pegarlas en la coleccion de fotos si el numero de personas participando lo permite.

* Los ninos pueden hacer tarjetas de San Valentin para un ser querido. Los padres pueden escribir lo que los ninos dicten. Los ninos pueden adornar las cartas con crayones, etc.

La Merienda:

* Parta una manzana en mitades y quitele el centro. Corte la parte de arriba y de abajo de la manzana para que forme un corazon. Llene la manzana con algo rico.

* Galletas en forma de corazones.

Otros Libros que Tratan del Mismo Tema:
*Mama, Do You Love Me?, by Barbara Joosse
*Runaway Bunny, by Margaret Wise Brown
*Love You Forever, by Robert Munsch

Actividades para Hacer en Casa:

* Los padres pueden usar la rima de arriba (Abrazarias a una pata? Abrazarias a una gata?) y escribirla en forma de peoma.

* Los padres pueden hacer una tarjeta para el dia de San Valentin y escribir en ella porque aman a sus hijos. Los padres y ninos pueden decorarla juntos.

* La familias pueden hacer galletas de azucar en forma de corazon.

Handout for Parents

PARENT'S VALENTINE TO CHILD

Purpose of Activity:

* Parents reaffirm unconditional love to child.
* Parents boost child's self-esteem and sense of security
* Parents have an opportunity to be creative!

Materials Needed:

* "You are special to me because:" blank valentine
* crayons, markers, etc.
* colored heart-shaped doilies
* scissors
* glue
* other decorative materials as desired

Directions:

* Parents "brainstorm" list of reasons why their child is special.
* Parents choose reasons they like and write them on the valentine.
* Parents decorate their valentine if they wish (cut it out, glue it to a heart-shaped doily, color it, etc.).

Boletin Para Los Padres

UNA TARJETA DE SAN VALENTIN DE LOS PADRES A LOS NINOS

Proposito de la Actividad:

* los padres afirman de nuevo su amor incondicional para el nino
* los padres apoyan el auto-estima y el sentido de seguridad del nino
* los padres tienen la oportunidad de ser creativos

Instrucciones:

* los padres crean una lista de razones que indican porque su nino es especial
* de esta lista, los padres escogen las razones que les gusten y las anotan en la tarjeta de San Valentin
* los padres adornan la tarjeta de San Valentin si quieren

Materiales Necesarios:

* una tarjeta de San Valentin que ya dice "Tu eres especial para mi porque"
* crayones, marcadores
* tijeras
* pegadura
* otros materiales decorativos

PARENT'S VALENTINE TO CHILD

You are my child
and I will always love you.

You are special to me because:

CHILD'S VALENTINE TO LOVED ONE

Purpose of Activity:

* Families have a chance to write together.
* Parents can practice prompting children's ideas and encouraging them.
* Children practice "writing".
* Children express themselves through decorating the valentine.
* Children get practice using their small motor coordination by using scissors, crayons, glue, etc..

Materials Needed:

* "Dear ..." blank valentine
* crayons, markers, etc.
* colored heart-shaped doilies
* scissors
* glue
* other decorative materials as desired

Directions:

* Children dictate a valentine letter to someone (parents prompt them and write down their words).
* Children decorate their valentine (parents help them decide how they want to decorate it and help them decorate if the child needs help with cutting, gluing, choosing colors of crayons).

TARJETA DE SAN VALENTIN A UN SER QUERIDO

Proposito de la Actividad:

* Las familias tienen la oportunidad de escribir juntos.
* Los padres tienen la oportunidad de animar a sus hijos y apoyar sus ideas.
* Los ninos "practican" el escribir.
* Los ninos expresan sus sentimientos por medio de la tarjeta de San Valentin.
* Los ninos desarollan la coordinacion de los motores finos al usar las tijeras, los crayones, la pegadura, etc..

Instrucciones:

* Los ninos expresan sus sentimientos a un ser querido mientras los padres escriben las palabras del nino en la tarjeta.
* Los ninos adornan la tarjeta de San Valentin (los padres les ayudan a decidir como decorarla, a escoger los colores, a manipular las tijeras, etc.).

Materiales Necesarios:

* una tarjeta de San Valentin que ya dice "Querido. . ."
* crayones
* tijeras
* pegadura
* otros materiales decorativos

CHILD' VALENTINE TO LOVED ONE

Dear ______________________________,

____

____

____

____

____

____

Love,

____

Handout for Parents

PICNIC

by Emily Arnold McCully

Learning Concepts:

Language Activity:

Social Studies:

Math:

Science:

Art:

Snack:

Activities at Home:

Related Wordless Books:

PICNIC

by Emily Arnold McCully

Learning Concepts:

* Getting lost: how it feels, what to do if you get lost.
* It's OK to have and love stuffed animals.

Language Activity:

* Identify different foods that you'd take on a picnic.
* Identify names of different family members (aunt, uncle, cousin, brother, sister, etc.)

Social Studies:

* What is a family? Identify family members in story.
* Identify own family members.

Math:

* How many mice are there in the different pictures? (Sometimes there is a different number.)
* Make cardboard figures of mice, and parents can show some for the children to count.

Science:

* Identify the different bugs in the story. (Ants, ladybugs are shown.)
* Parents and children can also go for a walk looking for and identifying different kinds of bugs.

Art:

* Children may make a picture of the mouse family or their own family.
* Parents can photocopy pictures of the mouse family and glue them on cardboard. The children can decorate them if they wish.
* Make own wordless story doodle drawing.

Snack:

* Ants on a log: fill celery with peanut butter and place raisins on top.
* Make sandwiches. (This is a good activity to use to show children that sometimes things happen in a certain order.)

Activities at Home:

* Go on a picnic!

Related Books:

* Junglewalk, Nancy Trafuri (wordless)
* Teddy Bear Picnic, Jimmy Kennedy
* Various wordless books by John Goodall

PICNIC

por Emily Arnold McCully

Los Conceptos de Aprendizaje:

Una Actividad de Lenguaje:

Los Estudios Sociales:

Las Matematicas:

La Ciencia:

Arte:

La Merienda:

Actividades para Hacer en Casa:

Otros Libros sin Palabras que Tratan del Mismo Tema:

PICNIC

por Emily Arnold McCully

Los Conceptos de Aprendizaje:

- Perderse: somo se siente, que hacer si se pierden
- Esta bien tener y amar a los animales de peluche?

Una Actividad de Lenguaje:

- Identificar las diferentes comidas que uno lleva para un dia de campo (picnic).
- Identificar a los nombres de los miembros de la familia (tio, hermano, primo).

Los Estudios Sociales:

- Que es una familia? Identifique a los miembros de la familia en el cuento.
- Identifique a sus propios miembros de la familia.

Las Matematicas:

- Cuantos ratoncitos hay en cada dibujo? (Aveces el numero cambia.)
- Utilizando el carton, haga figuras de ratoncitos y practiquen contando con las figuras.

La Ciencia:

- Identifique varios insectos en el cuento (hormigas, mariquitas).
- Los padres y los ninos pueden salir a buscar e identificar varios insectos.

El Arte:

- Los ninos hacen un dibujo de su familia o de la familia en el cuento.
- Los padres hacen fotocopias de la familia de ratoncitos y las pegan en carton. Los ninos las decoran si desean.

La Merienda:

- Hormigas en un Tronco: llene el apio con crema de cacahuate y ponga encima las pasas.
- Hacer un sandwich. (Esta actividad es buena para demostrar a los ninos que a veces las actividades se hacen en un orden especifico.)

Actividades para Hacer en Casa:

- Salgan a un dia de campo (un picnic).

Otros Libros sin Palabras que Tratan del Mismo Tema:
* Junglewalk, Nancy Trafuri (sin palabras)
* Teddy Bear Picnic, Jimmy Kennedy
* John Goodall es autor de varios libros sin palabras.

Handout for Parents

DOODLE DRAWING

Purpose of Activity:

* To encourage imagination and creativity (for children and parents).
* To give children practice with their fine motor skills by drawing doodles.

Materials Needed:

* Blank paper
* Crayons, markers, etc.

Directions:

* Divide a piece of blank paper into four sections. (You can draw a line down the middle of the paper, then draw a line across the middle of the paper. Or you can fold the paper in half, then fold it in half in the other direction.)

* Have the children draw anything in all four of the sections.

* Parents and children together can decide what each of the pictures looks like. Then parents can draw whatever they need to finish all four of the pictures.

* Make up a story based on all four of the pictures.

NOTE: This is an activity that can be done anywhere!
(waiting in doctors' offices, etc.)

DIBUJANDO GARABATOS

Proposito de la Actividad:

- * Animar la imaginacion y creatividad de los padres y los ninos.
- * Dar a los ninos la oportunidad de practicar sus destrezas motoras finas dibujando garabatos.

Instrucciones:

- * Doble una hoja de papel en cuatro partes iguales.
- * El nino dibuja una figura distinta en cada seccion.
- * Los ninos y los padres juntos pueden decidir a que se parece cada dibujo. Despues, los padres pueden dibujar lo que sea para completar los cuatro dibujos.
- * Invente un cuento basado en los cuatro dibujos.

Materiales Necesarios:

- * Hojas de papel
- * Crayones, marcadores, etc.

NOTA: **Uno puede hacer esta actividad en cualquier lugar!**

Handout for Parents

WORDLESS BOOKS

I. Why choose wordless books for your children?

A. Wordless books are adjustable to your child's attention span.

B. Wordless books allow the child to practice thinking and verbal skills.

C. Wordless books help the child learn to tell stories in order of events.

D. Wordless books give the child practice in telling stories in his own words.

E. Wordless books can show children that books are fun.

F. Wordless books can teach children skills that will help them learn to read.

1. Words are read from left to right.
2. The story happens in order.

G. Wordless books can give children practice talking about the pictures.

II. Can you "read" most books as if they are wordless? Yes.

A. You tell the story in your own words to make it shorter or to use words the child is capable of understanding.

B. You can look at the pictures for an activity in which the child just names things.

C. You can use Spanish if the text is in English.

III. Things to talk about when reading Picnic.

A. Feelings. How does a lost child feel? How do parents feel when their child is lost? How do brothers and sisters feel? How do you feel when you lose a favorite toy? It's important to try to do things so that you won't get lost. What are they?

B. Picnics are fun.

C. Where do you like to go for a picnic?

D. What do you like to do on a picnic?

E. What foods do you like to eat on a picnic?

F. Who goes with you on a picnic?

G. What kind of weather do you need for a picnic? warm? sunny? rainy? cold? snowy? What do you do if the weather is bad?

Boletin Para Los Padres

LIBROS SIN PALABRAS

1. Porque seleccionar libros sin palabras para sus ninos?

A. Los libros sin palabras se ajustan al nivel de atencion de su nino.
B. Los libros sin palabras permiten al nino practicar sus destrezas al pensar y hablar.
C. Los libros sin palabras ayudan al nino a que aprenda a contar historias segun el orden del evento.
D. Los libros sin palabras ayudan al nino a practicar elcontar historias con sus propias palabras.
E. Los libros sin palabras pueden mostrarle al nino, que los libros son un recurso de placer.
F. Los libros sin palabras familiarizan al nino con la lectura y lo que esta representa, por ejemplo:
    1. La idea de leer de izquierda a derecha.
    2. La secuencia de accion al voltear las paginas.
G. Los libros sin palabras acostumbran a los ninos a responder a historias narradas a traves de las ilustraciones.

II. Se pueden "leer" la mayoria de los libros como si fueran libros sin palabras? Si.

A. Usted cuenta la historia en sus propias palabras o para usar palabras que su nino sea capaz de entender.
B. Puede observar los didujos y hacer una actividad en la cual su nino solo nombraria las cosas.
C. Usted puede hablar en Espanol si el texto es en Ingles.

III. Cosas de que hablar cuando lea Picnic.

A. Sentimientos. Como se siente un nino perdido? Como se sienten los padres de un nino que sa ha perdido? Como se sienten sus hermanos y hermanas? Como te sientes tu cuando pierdes tu juguete favorito? Que harias en caso de que te perdieras?

B. Los dias de campo son divertidos.

C. A donde te gusta ir de dia de campo?

D. Que te gusta hacer en un dia de campo?

E. Que tipo de comida te gusta comer en un dia de campo?

F. Quienes van contigo a un dia de campo?
(abuelitos, amigos, tios, primos)

G. Que clase de clima se necesita para un dia de campo? nublado? caliente? soleado? lluvioso? frio? nevado? Que haces cuando hay mal clima?

Handout for Parents

HOW KITTENS GROW

by Millicent E. Selsam

Learning Concepts:

Art:

Language Activity:

Related Books:

Activities to do at Home:

HOW KITTENS GROW

by Millicent E. Selsam

Learning Concepts:

* Babies grow up to be adults.
* How animals have babies
* How people have babies (if parents want to use this book to help them explain it to their children).

Art:

* Parents and children can look through magazines for pictures of animals with their babies. They can make their own animal books by cutting the pictures out, gluing them onto paper, and labeling the animals. The pages can be bound together by punching holes through the paper, running yarn through the holes, and tying the yarn.
* Parents and children can make a "feely box". It is a box that is full of items that children can touch and describe.

Language Activity:

* Children can look at pictures of animals and name them. They can also tell what the babies are called (goat-kid, cat-kitten, etc.).
* Using the feely box, children can learn words that describe things (soft, hard, round, rough, etc.).

Related Books:
How Puppies Grow, Millicent E. Selsam
Animal babies books

Activities to do at Home:

* Go to a children's petting zoo. (They don't usually cost much.)

COMO CRECEN LOS GATITIOS

de Millicent E. Salsam

Conceptos de Aprendizaje:

* Los bebes llegan a ser adultos
* Como los animales dan a luz sus bebes
* Como los adultos dan a luz sus bebes (para que los adultos se lo expliquen a sus hijos si quieren)

Arte:

* En las revistas, los padres y los ninos buscan fotografias de animales con sus ebes. Juntos pueden hacer su propio libro de animales al cortar las fotos de las revistas, pegarlas en hojas de papel, y escribir sus nombres abajo. Las paginas pueden unirse cortando agujeros a traves del papel, pasando un pedazo de estambre por los agujeros y atando el estambre.
* Los padres y los ninos pueden hacer una caja sensorial. Es una caja llena de objetos la cual el nino puede tocar y describir sin ver lo que contiene.

Actividades de Lenguaje:

* Los ninos pueden ver fotos de animales y nombrarlos. Tambien pueden decir el nombre del mismo animal cuando es bebe (ej. perro--cachorro).

* Por medio de la caja sensorial los ninos aprendaran las palabras para decsribir los objetos (suave, duro, redondo, etc.).

Otros Libros que Tratan del Mismo Tema:

Como Crecen Los Cachorros, Millicent E. Selsam

Actividades para Hacer en Casa:

* Ir a un zoologico para ninos.

(Normalmente no cuesta mucha la entrada.)

Bulotin Para Los Padres

COMO CRECEN LOS GATITOS

de Millicent E. Selsam

Conceptos de Aprendizaje:

Actividades de Lenguaje:

Arte:

La Merienda:

Otros Libros que Tratan del Mismo Tema:

Actividades para Hacer en Casa:

FEELY BOX

Purpose of Activity:

* To give children practice using their sense of touch and fine motor coordination by feeling unknown objects.
* To give children practice using describing words.
* To give children practice using their creativity and fine motor coordination to decorate the feely box.

Materials Needed:

* shoebox
* sock
* glue gun, rubber cement, or glue.
* scissors
* Decorating things (crayons, stickers, contact paper, etc.) to cover box
* Feely things: letters cut out of sandpaper, large buttons, a feather, swatches of fur-like fabric, a crayon, a toilet paper tube, cotton balls, a comb, a toothbrush, etc.

Directions:

* Parents cut a hole in the end of a shoebox that is large enough for their child's hand to fit through. (A hole may also need to be cut in the lid if it hangs down over the hole in the box.)
* Parents cut the foot off of a sock.
* Parents put the end of the tube part of the sock into the hole in the box and glue it there. (A glue gun works best.)
* Parents put "feely things" (like a crayon, a toilet paper tube, sandpaper, etc.) into the box.
* Children decorate the box and write their name on it if they wish.
* Children put a hand through the sock and hole in the box and touch one of the things inside. Children describe what the object feels like. Children can also guess what the object is.
* Children repeat 6, touching different things.

(You can focus on a certain thing if you want. If you're reading the book, Corduroy, you may want to add things like furry fabric or a swatch of corduroy.)

CAJA SENSORIAL

Proposito de la Actividad:

* Tocar los objetos desconocidos, los ninôs practican usando su sentido del tacto mientras desarollan la coordinacion de sus destrezas motoras finas.
* Da a los ninos la oportunidad de usar palabras para describir.
* Adornando la caja, los ninos tienen la oportunidad de desarollar su creatividad y la coordinacion de sus motoras finas.

Instrucciones:

* Los padres cortan un agujero en la parte chica de la caja de zapatos, lo suficientemente grande par que la mano de sus ninos quepa por el. (Tal vez tengan que cortar parte de la tapadera si esta cubre mucho la caja.)
* Los padres cortan el pie del calcetin.
* Los padres pegan el tubo de calcetim en el agujero de la caja. (Una pistola para pegamento caliente trabaja mejor.)
* Los padres llenan la caja con objetos que sean interesantes al tocarlos (algodon, lija, una lima, una crayola, etc.)
* Los ninos adornan la caja.
* Los ninos meten su mano a la caja por medio del calcetin. Al tocar los objetos los describen y adivinan que es lo que han tocado.

* Los ninos siguen tocando y describiendo objetos.

Materiales Necesarios:

* Una caja de zapatos
* Un calcetin
* pistola para pegamento, cemento, o resistol
* tijeras
* materiales para adornar la caja (crayolas, stickers, etc.)
* Objetos para tocar: papel de lija, algodon, papel higienico, una pluma, tela, un peine, un cepillo de dientes, etc.

SCIENCE NIGHT

For science night 10 different science-based activity stations were set up around the gymnasium. A staff member or two facilitated each station, and the families moved from station to station performing the activities. Many of the activities were based on the series of science books published by Children's Press. Others were taken from 101 Science Tricks by Sterling Publishing Company. The remainder of the activities are generally well known. Below is a description of each activity.

1. Magnets

Purpose of Activity:
* Children and parents learn that magnets attract only some materials.
* Children experiment to find out what items are attracted to magnets and that is not.
* Parents are exposed to the importance of experimentation to develop critical thinking skills.

Materials Needed:
* magnets (of various sizes would be good)
* objects attracted to magnets: (paper clips, scissors, and other things made of iron, steel, and nickel)
* objects not attracted to magnets

Description of Activity:

Magnets, objects that are attracted to magnets, and objects that are not attracted to magnets are placed on a table. The facilitator shows the children and their parents how the magnets work. The children guess which other objects might stick to a magnet. Then they hold the magnet to them to see if they were right.

Resources:
Experiments with Magnets, Children's Press

2. Dissolving Things

Purpose of Activity:
* Children and parents learn that different substances react differently together.
* Children practice predicting outcomes.
* Parents are exposed to the concept of asking children to predict.

Materials Needed:
* water, 1 gallon
* small paper cups
* vinegar, 1 gallon
* coffee stir sticks
* box of sugar packets
* spoons
* box of baking soda
* box of sugar cubes

Description of Activity:

Three paper cups are filled with water and three paper cups are filled with vinegar. The facilitator gives a sugar packet to a child and asks her to guess what will happen when she puts it in the water. The child pours the packet into a cup of water. The child watches to see what happens. (The sugar should dissolve in the water.) Again, the facilitator gives the child a packet of sugar and asks the child to guess what will happen if she puts the sugar into the vinegar. The child pours the sugar into the cup of vinegar. (The sugar should dissolve in the vinegar.)

The process is repeated when the child places a sugar cube in a fresh cup of water, then a fresh cup of vinegar. (The sugar may not dissolve or will dissolve slowly.)

Finally, the child places a small spoon full (approximately 1/2 tsp.) of baking soda into a fresh cup of water. The child watches to see what happens. (The baking soda dissolves in the water.) The child places baking soda in the vinegar and watches what happens. (It bubbles up in the vinegar.)

Resources:
Adapted from Experiments with Water, Children's Press

3. Sink or Float

Purpose of Activity:

- Children and parents learn that some substances float in water, and others don't, depending on how much air they contain.
- Children and parents learn that even the same substances will react differently to being placed in water if the substances are in different shape/form, etc..
- Children practice predicting outcomes.
- Parents are exposed to the concept of asking children to predict.

Materials Needed:
- 2 large tubs, filled with water
- Items to place in the tub:

Objects that will float:	Objects that will sink:
aluminum foil--flat	aluminum foil--in a ball
sponge (dry)	sponge (saturated)
wood	
coffee can (empty)	coffee can (full)

Description of Activity:

Two tubs are filled with water. The facilitator asks the child why some things float and some things do not. The facilitator gives a sinkable object to the child and asks him to guess what will happen when he puts it in the water. The child puts the object into a tub of water and watches to see what happens. (The object should sink.) The facilitator gives the child a floatable object and asks the child to guess what will happen if he puts it into the water. The child puts the object into the water. (The object should float.) The facilitator asks the child why one floated and one sank.

Repeat the process with the other objects.

Resources:
Experiments with Water, Children's Press

4. Mystery Straws

Purpose of Activity:
- Children and parents learn that air is lighter than liquid.
- Children and parents practice experimenting.

Materials Needed:
- straws
- small paper cups
- water or other beverage to pour into the cups

Description of Activity:
The facilitator pours a beverage into a cup. The child puts a straw into the cup and puts it in her mouth. The child puts a second straw in her mouth but not in the liquid. She tries to drink from the cup, but is unable to. Can she guess why? (The air is lighter than the beverage, so it is drawn in instead.)

Resources:
Experiments with Straw and Paper, Children's Press

5. Penny Cleaning

Purpose of Activity:
- Parents and children watch a chemical reaction.
- Parents and children learn together.

Materials Needed:
- jars (as many as needed)
- water
- 1/2 tsp. salt for each jar
- pennies

Description of Activity:
The facilitator puts the water and salt in the jars. The child puts a penny in a jar. The child and parent watch the penny change from dirty to clean! (Parents can clean their jewelry, too!)

Resources:
Widely known teacher activity

6. Spinners

Purpose of Activity:

- * Children and parents learn that colors seem to blend together when an object moves at a fast speed.
- * Children learn hand-eye coordination.
- * Children practice small motor coordination by coloring.
- * Parents practice positive ways of helping their child perform a task.

Materials Needed:

- * circles, 3" in diameter (tag board or manila folders make sturdy circles)
- * markers/crayons
- * string, 4" long
- * samples or patterns for spinners (see attached)

Description of Activity:

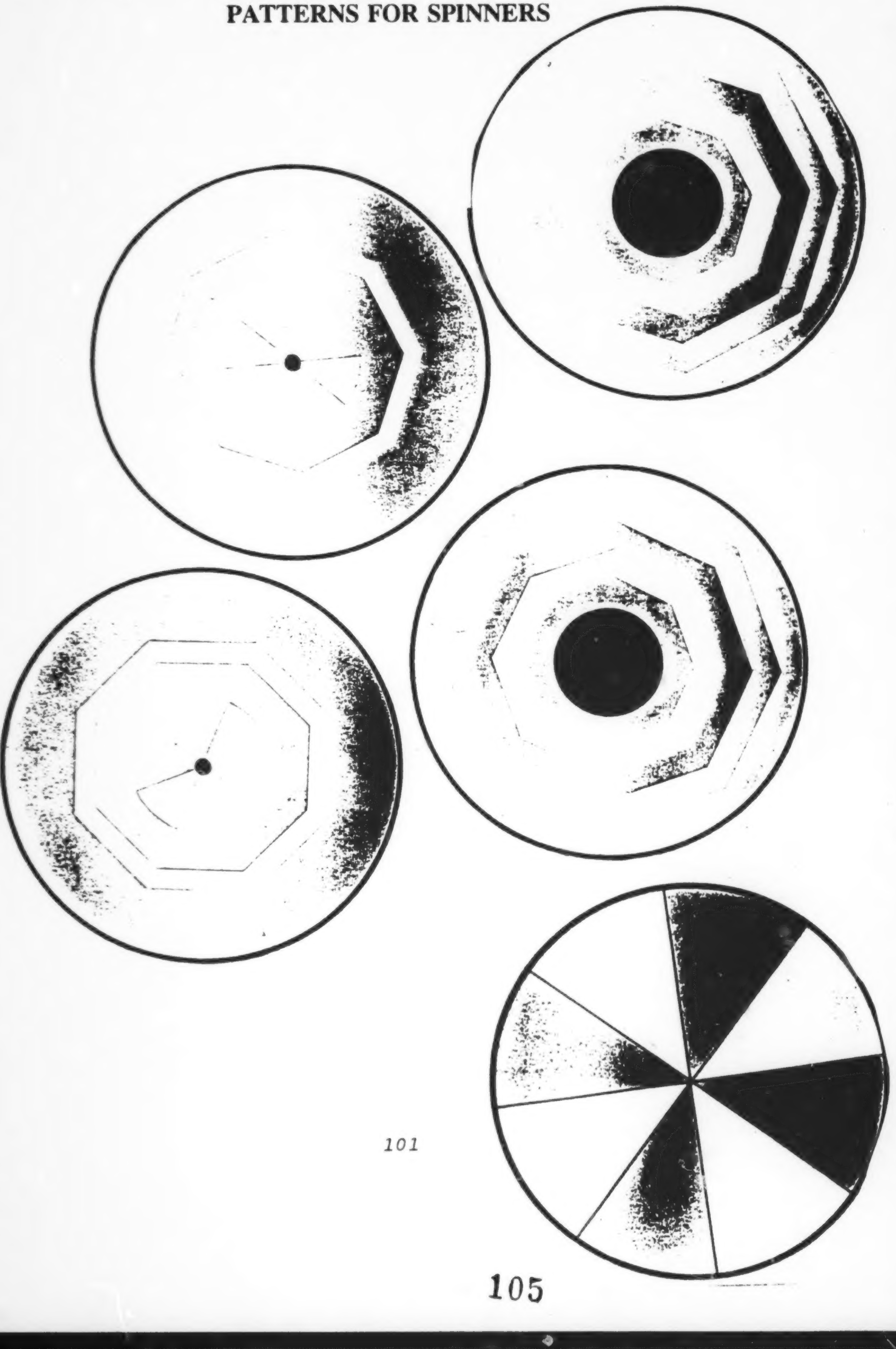
The facilitator has a supply of blank circles and some samples of decorated circles. The facilitator instructs parents to help their children color their own circles. (Parents can show the children samples, help them choose colors, and help the children color the child's interest wanes.)

When the family has decorated two circles, they are to glue the blank sides together so that the circle has a design on both sides. The facilitator instructs the parents to punch two holes, spaced closely together, in the center of the circles.

The parents thread the string through both holes and ties the ends together. The parents pull the string so that there is an equal amount of string on each side of the circle.
The children twist the spinner a few times, then pull the strings in and out. The colors on the spinner will blend.

Resources:
101 Science Tricks, Sterling Publishing Co.

PATTERNS FOR SPINNERS



7. Balancing Fred

Purpose of Activity:

- * Children and parents learn about balance.
- * Children practice small motor coordination by cutting and coloring, and gluing.
- * Parents practice positive ways of helping their child perform a task.

Materials Needed:

- * cardboard outline of Fred's head
- * pattern of Fred's face (see attached)
- * paper clip
- * crayons/markers
- * children's scissors

Description of Activity:

The facilitator has a supply of cardboard outlines of Fred's head and pattern of Fred's face. The children color Fred's face, then cut it out of the paper. The children glue the face onto the cardboard head. (The parents may be prompting and helping their children with these tasks.) The parents put a paper clip on Fred's neck, and set Fred's mouth on the edge of a table. They may need to move Fred around until he balances.

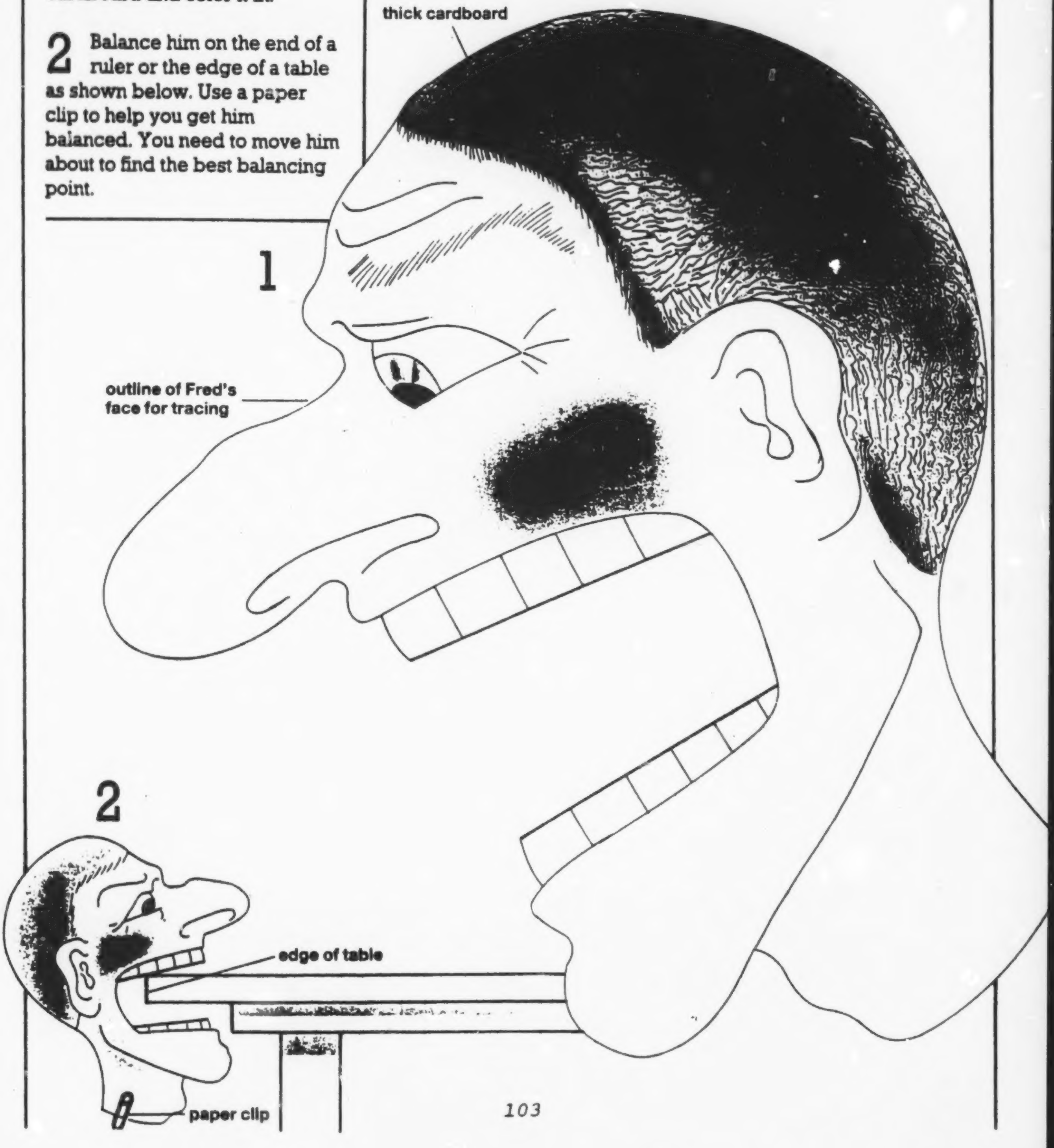
Resources:

101 Science Tricks, Sterling Publishing Co.

PATTERN FOR BALANCING FRED

1 Trace and cut the large face of Fred from thick cardboard and color it in.

2 Balance him on the end of a ruler or the edge of a table as shown below. Use a paper clip to help you get him balanced. You need to move him about to find the best balancing point.


thick cardboard
1
outline of Fred's face for tracing
2
edge of table
paper clip

8. Oobleck

Purpose of Activity:

* Children and parents learn the different forms of matter (liquid and solid).
* Children practice small motor coordination by manipulating the oobleck.
* Children practice using their senses (smell, touch, sight, etc.) to describe the oobleck.
* Children practice using words to describe oobleck (slimy, squishy, wet, dry, etc.).
* Children and parents practice experimenting to see how oobleck reacts.

Materials Needed:

* 5 (16oz.) boxes of cornstarch
* 6 3/4 cups water
* 15 drops green food coloring
* large bowl (to mix oobleck)
* aluminum pie pans

Description of Activity:

Facilitator has prepared a sample of oobleck ahead of time and has poured some into a pie pan for each family. (It is recommended that oobleck be made ahead of time in case more or less of an ingredient needs to be added.) Children (and their parents, if they dare) handle the oobleck. Facilitator points out that is a liquid, because it moves. But it is also a solid because it won't move if you press on it. Parents can help children describe oobleck. They can also help children guess how it will react if they do different things to it. The facilitator can give parents the recipe for oobleck so they can make it at home if they wish.

Resources:

Widely known teacher resource

9. Bull Roarer

Purpose of Activity:
- Children and parents learn that movement through air makes sound.
- Children practice small motor coordination by coloring/decorating bull roarer.
- Children practice large motor coordination by swinging bull roarer.

Materials Needed:
- cardboard, approx. 8" long by 2" wide, rounded at corners
- crayons/markers
- contact paper/construction paper/children's scissors, if desired.
- string, approximately 1 yard in length.
- hole puncher

Description of Activity:

The parents help their children decorate the cardboard. The parents punch a hole in the cardboard and put the string through the hole. Parents twist the cardboard slightly. The children hold the string and swing the cardboard around their head. It sounds like the roar of a bull.

Resources:
101 Science Tricks, Sterling Publishing Co.

10. Musical Glasses

Purpose of Activity:
* Children and parents learn that how air affects sound.
* Children practice using their sense of hearing by distinguishing between the different sounds that are made.
* Children experiment making music.

Materials Needed:
* approximately 4 glasses
* water
* spoon

Description of Activity:

The facilitator pours water into each of the four classes. Each glass will have a different amount of water. The child hits each glass with a spoon to hear the sound that the glass makes. The child may tell which notes are higher and which are lower. If the facilitator or parent is able, s/he or she may play a tune for the child to identify. The child may even try to play a tune!

Resources:
Widely known teacher activity

11. Water Magnifies

Purpose of Activity:
- Children and parents learn that things look differently when they are in water.
- Children practice visual discrimination.

Materials Needed:
- jars (as many as needed)
- water
- objects to place in the jars (quarters, pencils, rulers, etc.)

Directions for Activity:

The facilitator pours water in each of the jars. He places an object in a jar and an identical object next to the jar and asks the child which one looks bigger. The one in the jar should look larger. It may also look broken if part of it is sticking up above the water line.

Resources:
Experiments with Water, Children's Press

AWARDS NIGHT

Families were transported by bus to the Waubonsee Community College Aurora campus for two reasons: 1). It was an opportunity to get parents familiar and comfortable with the tacilities to make a furture transfer more comfortable 2). The facility is air-conditioned and more comfortable on hot summer days.

Opening Activities (1 hour 15 minutes)
The following activity stations were set up around the room:

* Making wild life buttons with pictures from magazines
* Solving a paper puzzle
* Making hanging book bags
* Solving an interlocking puzzle
* Decorating a summer activity box with stickers
* Gluing sunflower seeds onto a pattern of a sunflower.

At each station, each three, four, and five year old received supplies for his or her home visit box when the activity was completed. Each child received a plastic box, crayons and paper, glue, pencils, and stickers.

The box the children previously received during home a home visit contained scissors and many of the same supplies. Since most of the supplies had been consumed and many of the original cardboard boxes damaged, it was decided to purchase a more substantial plastic container and replenish the supplies for continued summer projects at home. Three year old siblings received a box of their own at the end of the year for two reasons. First, they tended to get into the box of their older sibling. Second, we wanted to supply them with these types of materials as well.

Closing Ceremonies (45 minutes):
In an adjoining room, custom made awards were presented to all family members that were aged three and above. (A computer program was used to make them.) They were awarded by the recipients' teacher(s).

Staff served cake and punch to the families at their tables. Pictures of the families were taken with a polaroid camera and sent home with the families.

Part 6

Parenting Workshops

PART 6--PARENTING WORKSHOPS

Parenting workshops are designed to allow the parents to provide information and support to each other. Parents have input into session topics. Parents can be split into groups. Sometimes single parents, husband and wife teams or parents whose first language is not English have different needs. The parent sessions sometimes included speakers from the community. Small group discussion with each group reporting questions, suggestions, etc. was another technique used. Parents are less reluctant to voice their opinion in a group of two or three people.

Overview of Workshop Topics

Session 1: Self-Esteem and Children

An "Active Parenting Series" video was shown and accompanied by worksheet exercises. This topic generated much discussion on methods of disciplining children without damaging a child's self-concept. Next, a fire safety video entitled "Get Them Out Alive" was shown. This was done in preparation for the fire fighters who would visit the following class session to discuss fire prevention, safety and escape.

Session 2: Discipline

A video from the "20/20" television program was shown. The video introduced three families who frequently spank their children as a means of discipline. Alternative methods of discipline were presented, generating a very healthy discussion among the class participants. In addition, an "Active Parenting Series" video was shown and accompanied by worksheet exercises. This provided more discussion on the topic as well as an opportunity for role-playing.

Session 3: Domestic Violence and Abuse

This topic was requested by the program participants. A speaker came from Mutual Ground, a domestic violence and sexual assault shelter in Aurora. The speaker explained the options available among women who are in abusive relationships. There was a lot of interest in this topic among the participants and the speaker was well-received.

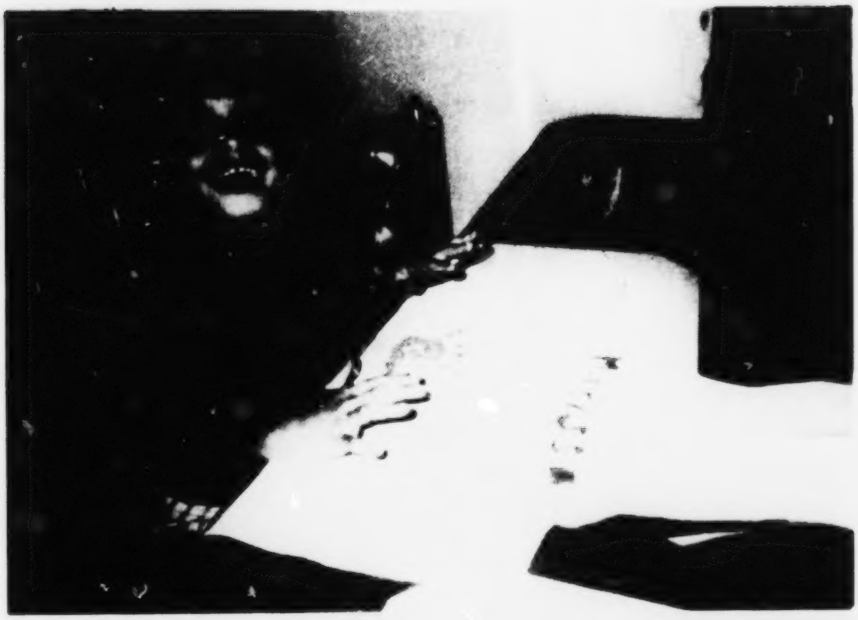
Session 4: Gangs and Drug Awareness, and AIDS Information

Members of the Drug/Gang Awareness Program from the Aurora Police Department spoke about gangs, drugs, and warning signs that parents should look for and be aware of in children. In addition, participants were familiarized with local gang symbols, colors and areas of concentration in Aurora.

A second group of speakers were from Open Door, an AIDS awareness and care facility in Kane County. The presenter informed the participants of ways in which one acquires AIDS, treatment of the illness and testing for AIDS. Both presentations were well-received and generated a lot of discussion.

Part 7

Home Visits



The Home Visit

PART 7--HOME VISITS

Two family liaisons arrange to make each home visit. There are two reasons for this. One, it is safer for two people to drive and park in some of the neighborhoods in which our families live. Two, is easier for one family liaison to speak with the parent or parents if the children can be occupied by the other family liaison. The parent will not be able talk to the family liaison about problems with the children or other family problems in front of the children.

1st 20 minutes:	The parent liaisons arrive at the home. One liaison tells the children that she has a game or story for them to play while their mother and/or father are going to help the other family liaison get ready for a special activity that they will all do together. The parents and the parent liaison discuss the activity and get things ready, usually in the kitchen area of the home. The family liaison builds a rapport with the parents and becomes a support to them. This will happen slowly and should not be pushed.
2nd 20 minutes:	The parents, children and parent liaisons do the planned activity.
3rd 20 minutes:	One of the parent liaisons reads (and actually models) a book to the whole family. The book is either one that will be left for the family to keep or is one that the parents may check out and return.

HOME VISIT #1

Title: Snowman Puppet

Skills For Children:
* developing small motor skills
* developing verbal skills by making the puppet talk
* learn responsibility in caring for personal possessions

Skills For Parents:
* learning to help their children develop readiness skills

Materials Needed:
* crayons, felt, glue, markers, paper, scissors, stickers, supply boxes

What Teachers Do:
The teachers gather the materials for an activity box to be left in the home for the children to use. They talk with the child and the parent about where the box will be kept and how it will be cared for. The teacher then works with the parents and children in making the snowman puppet.

What Children Do:
The kids decorate their activity box with stickers and decide upon a plan for caring for it. They make a puppet with the teacher and their parents.

What Parents Do:
Parents discuss how they will help their child care for their activity box. They help their child make the snowman.

What Parent and Children Do Together:
Discuss caring for the activity box. Make the snowman puppet.

Instructions for Felt Snowman Puppets

Materials Needed:
* white felt
* thread
* needle
* scraps of other felt colors
* buttons, markers, etc. for decorating

* glue

With pencil, trace the child's hand on the white felt. Cut out two identical pieces. Put the two pieces together and stitch, leaving the bottom edge unfinished. Decorate as a snowman using markers, buttons, scraps of felt, etc. for eyes, scarf, hat, etc. Glue in place.

HOME VISIT #2

Title: Go Fish

Skills For Children:
- developing matching skills
- developing small motor skills
- developing number recognition skills

Skills For Parents:
- developing knowledge of developmental skills children need for success in school

Materials Needed:
- "Go Fish" card game, construction paper fish, scraps of construction paper for fish scales, glue

What Teachers Do:
The teacher teaches the parent and child how to play "Go Fish." She supplies the materials for the child to make a fish. She discusses the skills of number recognition, matching and small motor development with the parents. She shows the parents how the game "Go Fish" can develop these skills.

What Children Do:
The children learn how to play the game "Go Fish." They paste scales on their fish.

What Parents Do:
Parents learn to play "Go Fish" with their child. They discuss with the family liaison the kinds of skills their children need to develop.

What Parent and Child Do Together:
Play the game "Go Fish."

HOME VISIT #3

Title: Kids Cook

Skills For Children:
* learning to help at home
* learning the concept of measuring
* learning listening skills

Skills For Parents:
* learning how important it is to read to their child
* learning that it is important to let their children help with family chores

Materials Needed:
Ingredients for Peanut Butter Balls:
* 1/2 C. peanut butter
* 2 1/2 Tbsp. nonfat dry milk
* 2 Tbsp. honey
* 1/4 C. coconut (optional)
* 1/4 C. Rice Krispies cereal

What Teachers Do:
Bring aprons and paints for the children to decorate the aprons. Bring the ingredients for the recipe. Help the parent and the child to prepare the treats. Model for the parents the reading of The Little Red Hen to the children. The teacher may also want to bring measuring equipment (cups, bowl, spoons) in case the family does not have any.

What Children Do:
Prepare the peanut butter balls by measuring the ingredients, mixing the dough, and forming all the ingredients into balls. Enjoy the treats while listening to The Little Red Hen.

What Parents Do:
Help the children make the peanut butter balls by locating necessary measuring equipment (cups, bowl, spoons).

What Parent and Child Do Together:
Cook, clean up and listen to the story.

HOME VISIT #4

Title: Gingerbread Man

Skills For Children:
* learn to understand the sequence of a story
* practice telling stories
* develop small motor skills by coloring story characters, using a cookie butter, and decorating the cookies
* practice "cooking" skills learned in the last visit

Skills For Parents:
* learn that telling stories is an important part of understanding the reading process
* practice helping children practice "cooking" skills learned in the last visit

Materials Needed:
* flannel board set of The Gingerbread Man characters
* tagboard characters of The Gingerbread Man
* crayons
* gingerbread mix
* gingerbread man cookie cutter
* raisins (eyes for the gingerbread man cookies)

What Teachers Do:
The teacher reads The Gingerbread Man with the children and parent(s). The teacher then asks the children to help tell the story with the flannel board characters. As the story is told, the teacher manipulates the characters. The teacher gives the tagboard characters and crayons to the family. The parent helps the child make his own characters. If time permits, the parent helps the child bake and decorate gingerbread cookies. If not, the teacher leaves the supplies for the family to use together later.

What Children Do:
The children listen to the story, then help retell it. They make their own story characters. The children help bake and decorate gingerbread cookies.

What Parents Do:
Parents listen to the way the teacher reads the story and help the children to retell it. Parents help the child make story characters. Parents help the child make gingerbread man cookies.

What Parent and Child Do Together:
Parent and child listen to the story. They make story characters. They make cookies.

Part 8

Field Trips

PART 7--FIELD TRIPS

Indoor Playground

Destination: The Discovery Zone, a children's indoor playground featuring climbing, swinginh and sliding activities

Contact Person: Any manager

Purpose of Activity:

* Children and parents play together
* Children strengthen their large motor skills

Description:

Group Rate: $3.95 per child, Adults free; Wear socks and comfortable clothing; Special group meal rate of $2.00 for a hot dog, potato chips and a small soda; FAX the children's names in advance so that name tags can be made ahead of time.

Staff Requirements: All attend. Divide the staff between the three bus loads of families (i.e. A, B, C). Eat in sessions with the groups. Help children to get their name tags and place their shoes in the proper container. Later, help to retrieve shoes and put them on.

Science Museum

Destination: Sci Tech, a hands on science activity museum
Aurora, Illinois

Contact Person: Contact any manager on duty. It is recommended that you make phone calls to remind the Sci Tech personnel of the group's visit.

Purpose of Activity: Discover the world of science by way of a hands-on museum directed toward children. Parents are able to nurture their child's science interests by participating in various activities with them.

Description: Children's science museum; Hands-on experience; A description of each "experiment" along with an explanation of how and why it does what it does accompany each station; Child care room available for reservation; $4.00 for adults, $2.00 for children and Senior citizens, $8.00 per family; Call for information on Free Nights.

Staff Requirements: All staff members attend. Child care workers care for the younger children in the facility. Staff mingles with the families and participates in the science stations. Staff members act as a general overseer. Staff divided among bus loads of families and responsible for those persons on board.

Public Library

Destination: Aurora Public Library
1 E. Benton
Aurora, IL 60505
Phone (708) 896-9761

Contact Person: Judy Kuzel

Purpose of Activity: Introduce families to the library and all of its on-going activities; For families who reside in the library's district, have them fill out a request for a library card to that they can receive their library card; Encourage reading among all family members in the home.

Description: Parents were briefed on the library's offerings and given a tour of the various sections by a bilingual staff member; 4-6 yr. olds had a story hour; 7-12 yr. olds were introduced to the Young People's Department; Infants were at the Waubonsee Community College child care facility, two blocks away, with the program's child care employees.

Staff Requirements: All attend. Child care workers cared for infants at WCC's facility. Pre-school and Kindergarten teachers joined the story hour for 4-6 yr. olds. Older child care worker joined the 7-12 year olds in the Young People's Department. Parent liaisons and parent educators accompanied adults on the tour.

Live Theater

Destination:
Paramount Arts Centre
23 E. Galena Blvd.
Aurora, IL 60506
(708) 896-6666

Contact Person:
Laurie Sanders, Group Sales
(708) 896-7676

Purpose of Activity: Introduce families to a theatrical work which had been read and discussed in the classes prior to the presentation. "Jack and the Beanstalk" was presented by a professional troupe with the help of many young locals, performed in the historic Paramount Arts Centre.

Description: Group rates are available for all presentations at the Centre; Families signed-up in advance; Tickets were divided up so that families would not be split up.

Staff Requirements: Two staff members waited at the Theater one hour before the performance to distribute tickets to those families who drove their cars. The remaining staff was divided among three bus fulls of participants. The staff had lists of families and the tickets for each family member. After the production the staff was responsible for all riders on their assigned bus.

Bowling

Destination: Parkside Bowling

Contact Person: Lou Kastelaz

Purpose of Activity:

* To provide children with an opportunity to practice their large motor, hand-eye coordination, and counting skills through a fun activity.
* To provide families with an opportunity to interact together in a social environment (away from the stresses of everyday life).
* To provide families with an opportunity to interact with their classmates in a non-traditional environment.
* To encourage interaction of the adult male family members by providing an activity that they may enjoy.

Description:

Families were transported by bus to the bowling alley. A staff member was already at the alley when the families arrived and conducted them into the building and helped them find the childcare center, a bowling lane (10 of which had bumpers), the shoe area, etc. Other staff members assisted the families in getting settled as well.

Dinner (a slice of pizza and a coke) was provided to all family members. Parkside staff brought the food to the families during the evening.
Staff members circulated to offer help to families or to join them in bowling.

Staff Required:
1 person to await families at the bowling alley
1 Spanish and 1 English speaking person to ride each bus
Additional staff as needed to assist the families and do childcare
(All L.E.A.F. staff members participated in this event.)

Cost of Field Trip:
Each family member was charged $3.50 for bowling and shoes and $1.50 for dinner.

Farm Experience

Destination: Blackberry Farms*
Barnes Road
Aurora, IL 60506
(708) 892-1550

Blackberry Farms is a park with various barns and farm animals. There is also a museum with antique household items and farm equipment as well as old stores and a doctor's office. There is an old fashioned school house. There is also a large carousel, a train ride throughout the park, and a stage coach ride pulled by the park horses. A green house on the property has plants labeled in braille as well as print.

Contact Person: Dave Hefferin

Purpose of Activity:
* To provide families with an opportunity to have fun together
* To provide children and parents with historical information
* To provide families with an opportunity to interact with their classmates in a non-traditional environment
* To encourage interaction of the adult male family members by providing an activity that they may enjoy

Description:
Families met at the school at the regular time (6:00 p.m.) and were bussed to the site. Families boarded the bus to return to the school and home at 7:45 p.m.

Popcorn was provided to all family members.

Staff members circulated to offer help to families or to join them.

Staff Required:
1 Spanish and 1 English speaking person to ride each bus
Additional staff as needed to assist the families
(Minimal staff was required, although all L.E.A.F. staff attended)

Costs of Field Trip:
$150
to open the park and staff the rides
$10-$15 for popcorn and baggies
Cost of additional bus(es)

Zoo

Destination: Brookfield Zoo
Chicago Zoological Society
Brookfield, IL 60513
(708) 485-0263

Contact Person: Reservations Department--they will send you an informational booklet with a reservation form. **YOU MUST SUBMIT THE RESERVATION FORM 2 TO 3 WEEKS IN ADVANCE**.

Purpose of Activity:
* To give the children and parents an opportunity to ride a train
* To introduce the children (and parents) to real, living animals
* To provide a setting where children are able to get exercise
* To provide families with an opportunity to have fun together
* To provide families with an opportunity to interact with their classmates in a non-traditional environment

Description:
The families and staff met at the School at 8:15 a.m. All busses left the school at 8:30 a.m. and arrived at the Aurora Transportation Center at 8:45 a.m. Our train left at 9:00 a.m. and arrived at the zoo stop around 10:30 a.m. (The Center was notified ahead of time to reserve a private car at a group rate.)

The busses went to the zoo, where the Tuesday admission fee of $10.00 per group was paid. The waited for the group at the zoo until departure time.

The families entered the zoo and arrived at the eating area by 11:00 a.m. Lunches had been ordered for the parents and children. The families ate lunch, and then went to the dolphin show. A check was already made out for the cost of the show because tickets had to be purchased on site.

After the dolphin show the families had an hour and a half to roam at their leisure. (We thought that this might not be enough time, but found out that the parents and children were worn out by then!) The families and staff met at the front gate at 2:45 p.m. At 3:00 p.m. the busses were boarded. The busses were parked in the northeast lot next to the Discovery Center. (It's the lot that is closest to the zoo.)

The busses drove back to the Aurora Transportation Center, where some families had left their cars. They then made their final stop at Gates School. We arrived at approximately 4:30 p.m. The regular bus then took the bus families home.

Staff Required:
All summer L.E.A.F. Staff: 2 Pre/K teachers, 2 Pre/K aides, 2 Parent Educators, 1 GED Instructor, 1 childcare worker, 1 older childcare worker, and 3 coordinators. Staff was needed to help large families care for their children during the day. One staff member was assigned to two families. They were also responsible for helping the families made it back to the bus when it was time to leave.

Costs of Field Trip:

The L.E.A.F. program paid for all lunches, train fares, etc. for families who signed up. Should families not show up, the staff would use these items. If all the families showed up, the staff would pay for their own and get reimbursed. This saved the program from losing money on families who did not show up.

Computer Play and Book Making

Destination:
Innovative Technological Design Center
(WCC's computer center for its ABE/GED/ESL students)
5 E. Galena Boulevard
Aurora, IL 60506
(708) 892-3334

Contact Person: Judith Sotir, Manager

Purpose of Activity:

* to introduce parents and children to computers
* to introduce parents and children to various software (children's games, word processing, educational)
* to provide parents and children with an opportunity to make their own books
* to provide children with practice using small motor skills (operating the computers)
* to provide children with practice using critical thinking

Description:

Families meet at Gates School at the regular time (6:00 p.m.). Families who rode the bus remain on the bus. Additional buses are hired as needed to pick up the families who drive to the program. Families also board the regular bus. Buses leave at 6:10 p.m. and arrive at WCC at 6:30 p.m.

Parents bring younger children to the childcare facility. All other family members (including older children) come to the ITD center. There are various stations set up in the center and the adjoining classroom. A detailed description of the activity stations is on the following page.

At 8:00 p.m. staff begins asking families to finish up. By 8:15 families board the bus. The busses arrive back at Gates School by 8:30 to drop off families. The regular bus takes the families home.

Staff Required:

All LEAF staff (see below for staff station assignments)
2 ITD Center Specialists, ITD Center Manager
Childcare staff

Classroom

1. Illustration area
* Magazines and scissors were available for children to cut out pictures for their books that they wrote on the word processing software.
* Paper and crayons were available for children to make their own illustrations.

Skills practiced:
*small motor coordination

2. Bookbinding area
* families could bind own books made from illustrations and word processing program

3. Software Activity area
* supplemental activities that go along with "The Playroom" and "Reader Rabbit" programs were photocopied for families to use here or to take home

Skills practiced:
* matching
* recognizing letters

ITD Center

1. "The Playroom" 1 staff member; 2 computers
The user uses the mouse to play with the various objects in the playroom

Skills practiced:
* telling time
* counting
* matching
* creating a picture
* letter recognition
* learning beginning sounds

2. "Reader Rabbit" 1 staff member; 1 computer
The user plays a variety of letter and word games

Skills practiced:
* letter recognition
* matching

3. "Writing and Publishing Center"   2 staff members; 12 computers
The user uses the program to write his or her own work.

Skills practiced:
* children practice creativity and imagination by writing their own story (We encouraged them to write it based on the trip to the zoo.)
* parents practice prompting and encouraging their children

4. "Bilingual Writing and Publishing Center"-1 staff member; 1 computer
(The instructions can be switched between English and Spanish)

Skills practiced:
* children practice creativity and imagination by writing their own story in either language
* parents practice can assist and encourage their children in either or both languages

5. LEAF Software for older children 1 staff member; 5 computers
(LEAF software used in the ABE/GED class was available for older

children. Most had games.)

6. ITD Center software ITD Center Manager and 2 Specialists; any available computer

(ITD Center staff recommended software for family members who were finished using the other software or who had special needs or interests.)

Note: see next page for instructions and supplemental activities for "Bilingual Writing and Publishing Center", "Reader Rabbit", and "The Playroom"

Directions for Parents

BILINGUAL WRITING AND PUBLISHING CENTER

* Turn on MAC.
* Double click on "Macintosh HD" (It's in the upper right-hand corner.)
* Double click on the "Bilingual Writing Center" folder.
* Double click on the "Bilingual Writing Center" icon (picture).
* To change from one language to another, put the cursor (arrow) on "Language" and click.

You will have four selections:
* Report or Letter--Informe o Carta
* Newsletter--Boletin
* Custom--Especial
* Open Saved Documents--Abrir documentos guardados

Put the arrow on "Report or Letter" ("Informe o Carta") and click.
This will allow you to create a story.
Select "Titled" ("Encabezado") o "Untitled" ("Sin Encabezado") and click.
Type your story. When you finish you can print your story and take it home.

READER RABBIT 1

* Turn MAC on.
* Double click on MAC Hard Drive.
* Double click on Reader Rabbit folder.
* Double click on the Reader Rabbit 3.0.
* At the title screen, click the mouse to go to main menu.
* From the main menu, use the mouse to move the arrow to the game you want and click the mouse.

Sorter Game and Matchup are the easiest, so one should start with those.
To leave any time, click on the word game and choose QUIT.
Any time you can choose New Game or Restart from the game menu.
Help can be selected at any time by choosing SHOW HELP and clicking the mouse.

Directions for Parents

USING "THE PLAYROOM"

"The Playroom" is a computer program that children can play. It helps children learn about their ABC's, telling time, and numbers. It is also fun to play!

To play with "The Playroom", you will use a "mouse". "Click the mouse" on anything in the playroom, and see what it does! Have fun!

A mouse is the white plastic thing on the right of your keyboard.

A mouse lets you point to things on the computer's screen. You move the arrow on the screen by moving the mouse around on the table.

To use the mouse, move it to where you want it. Then push the button on the mouse. (We call this "clicking the mouse".)

For example, if you want to see what the canary will do, use the mouse to move the arrow onto the canary. Then push the button on the mouse, and see what happens.

Sometimes when you click on something, the computer takes you to a different game with a different picture on your screen. Your children can play with this screen, too. There are instructions on the other side of this paper on how to play with the **clock, mouse hole, spinner toy, ABC book, and mixed up toy**.

THE PLAYROOM

* Turn on MAC.
* Double click on "MAC Hard Drive." (It's in the upper right-hand corner.)
* Go to "Color Playroom" folder and double click.
* Go to "Playroom" folder and double click.
* Put the arrow (Cursor) on any object in the room and click it.
* Watch what happens!!! Have Fun!!!

CURRICULUM COMPILED BY:

Project coordinator:
Connie Dickson

Family Literacy Specialists:
Maria Fisher
Marianne Vandenbergen

Family Liaisons:
Jean McKee
Gloria Navarro
Mary Palasz

Early Childhood Educators:
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Carla Hettinger

Adult Educators:
Mary Ferensen
Beth Wille